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An Analysis of Role Perceptions and Job Satisfaction of Secondary-School Counselors in Trinidad and Tobago

Hillman St. Brice
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School of Education

AN ANALYSIS OF ROLE PERCEPTIONS AND JOB SATISFACTION OF SECONDARY-SCHOOL COUNSELORS IN TRINIDAD AND TOBAGO

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Hillman St. Brice

October 2001

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ABSTRACT

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by

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Chair: Lenore Brantley

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: AN ANALYSIS OF ROLE PERCEPTIONS AND JOB SATISFACTION OF SECONDARY-SCHOOL COUNSELORS IN TRINIDAD AND TOBAGO

Name of researcher: Hillman St. Brice

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Problem

The increasing emphasis on school counseling by the Ministry of Education in Trinidad and Tobago highlights the need to clarify and standardize the role of the counselor in the secondary schools. The satisfaction of these needs can be facilitated by determining the perceptions held by counselors, principals, teachers, and students about the counselor's role in the school system; by clearly articulating this role; and by identifying the relationships between the counselor's role and the counselor's job satisfaction. The burden of this study was to determine these perceptions and relationships.

Method

A descriptive mode of inquiry was used to explore respondents' perceptions. Questionnaires were sent to 370 subjects: 35 counselors, 35 principals, 100 teachers, and 200 students. The counselors were given two questionnaires; the Counselor Function Inventory (77 items covering seven major counselor services) and the Minnesota Satisfaction Questionnaire (20 items covering different aspects of job satisfaction). Principals, teachers, and students were given only the Counselor Function Inventory, which sought to gauge respondent perceptions about counselors' actual (real) role and ideal role in secondary schools in Trinidad and Tobago.

Findings

The results showed significant perception differences between counselors, principals, teachers, and students about counselors' actual and ideal role. The perceptions of counselors and principals tended to be more similar than dissimilar; the perceptions of teachers and students tended to be quite similar; and the perceptions of counselors tended to be quite different from those of teachers and students. Counselors' discrepancy in their perception of actual and ideal counselor services tended to have little relationship with their job satisfaction, except in the cases of placement services and follow-up services. The study found that secondary-school counselors in Trinidad and Tobago experienced high levels of job satisfaction generally.

Conclusions

The study revealed a need for consensus in perception and definition of the counselor's role by the counselor's professional colleagues and other role-definers. This

situation seems to suggest a need for standardization of the counselor's role in secondary schools of Trinidad and Tobago. As a result of this study, professional role definers (and determiners) are made more aware of the need for concerted efforts toward standardization and more harmonious participation in the education process. The level of satisfaction registered by secondary-school counselors should serve as an incentive to educational planners to provide strong professional support for counselors.

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ACKNOWLEDGMENTS

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CHAPTER 1

INTRODUCTION

During the last 20 years, the Ministry of Education in Trinidad and Tobago has developed its school counseling program to play a crucial role in the secondary-school program. This is a reflection of the Ministry's emphasis on raising the academic qualification of school counselors. Formerly, counselors were first degree teachers who also had interest in, and responsibility for, guidance/counseling services. At present, the proposed qualification is a master's degree in counseling for all public school counselors. This new academic emphasis has generated some collaboration mainly between the Ministry of Education in Trinidad and Tobago and The University of the West Indies, and, to a lesser extent, between the Ministry of Education (Trinidad and Tobago) and Andrews University, in Michigan, U.S.A.

During the latter half of the 1990s, the educational planners in the Trinidad and Tobago Ministry of Education have increased emphasis on the role of counseling services within a total educational program for secondary schools. Guidance counselors provide vocational and educational guidance and meet the emotional needs of students through therapeutic relationships. Consequently, secondary-school counselors are given a more prominent place in the educational process. In fact, secondary public-school counselors in

Trinidad and Tobago are strategically positioned to function in full partnership with their educational colleagues to play a more aggressive (and progressive) role in their individual schools.

The new emphasis on secondary-school counseling has intensified expectations for secondary-school counselors by administrators (central office officials), principals, teachers, and students, who are regarded as having the greatest influence in defining the counselor's professional role.

Statement of the Problem

The increasing emphasis on school counseling by the Ministry of Education in Trinidad and Tobago forcefully underscores the existence of serious problems, such as: the pronounced underutilization of counseling services in secondary schools in particular and schools in general; the need to drastically improve counselor-to-student ratios; the need for adequately trained (at graduate level) school counselors and a reliable, established, and ongoing counselor education program; the need to establish the place (of importance) and clarify the role of the secondary-school counselor in the educational system in Trinidad and Tobago; and the need to uniformly define and standardize the role of the secondary-school counselor.

In order to address the above problems, it is necessary: (1) to determine the perceptions held by counselors, principals, teachers, and students about the role of secondary-school counselors, (2) to clearly articulate these perceptions of counselor roles in the secondary schools in Trinidad and Tobago, and (3) to identify the relationship

between counselors' role perception and counselors' job satisfaction. In a sense, these problems lie at the root of the more visible problems as stated above (in the preceding paragraph). These underlying (basic) issues constitute the core of the present study, because addressing these core issues leads to finding solutions to the more visible ones delineated above. Addressing these issues constitutes a key factor in facilitating improved counselor services in the secondary schools of Trinidad and Tobago.

Purpose of the Study

The primary purpose of the study was to articulate the perceptions held by counselors, principals, teachers, and students about the role of secondary-school counselors in Trinidad and Tobago. This study provided empirical information about counselor roles that can maximize the possibilities of uniformly defining and standardizing the counselor's role in Trinidad and Tobago secondary schools. A secondary purpose of the study was to investigate the relationship between counselor role perception and counselor job satisfaction. It was my hope that the study would also sharpen the awareness of the relevant questions about the counselor's role in the secondary schools in Trinidad and Tobago.

Significance of the Study

This research was significant in several ways. First, it was the first empirical study to be conducted in an attempt to articulate, the role of the secondary-school counselor in Trinidad and Tobago.

Second, it was the first study to be conducted in an attempt to distinguish the

difference between counselors, principals, teachers, and students in their perception of actual and ideal roles in counselor services in the secondary-school system.

Third, it should bring to the attention of the relevant personnel in the Ministry of Education Trinidad and Tobago the importance of the counselor's role in the secondary schools of Trinidad and Tobago. It also sought to highlight some of the crucial issues with regard to counselors' role in the secondary school, such as: standardization, job description, and job satisfaction.

Fourth, it could promote better understanding of the secondary-school counselors' role. The study provided support for increased communication among counselors' role definers. As the counselors' role becomes more clearly articulated and understood, counselors will experience a greater freedom and impetus to perform their role in responding to the needs of the students, the school, and ultimately the community. The Orhungur study (1985) supports this view.

Fifth, it could enable the educational planners of Trinidad and Tobago to be better informed for more meaningful counselor/guidance programming, as an integral part of the secondary-school program.

Sixth, the results of this study could serve to encourage educational planners in the Caribbean region to work toward a more uniform job description for secondary-school counselors, given the similarities between the school systems of the region.

Seventh, the results of this study could furnish the relevant authorities with the information to facilitate bridging the gap between the real and the ideal role of the secondary-school counselor.

Theoretical Framework

In his book, *The Sociology of Teaching,* Waller (1932) characterized the school as a social system of social interaction. Waller viewed the school as an organized whole comprising interacting personalities bound together in an organic relationship. The modern school is viewed as a social system, characterized by an interdependence of parts, a clearly defined population, differentiation from the environment, a complex network of social relationships, and its own unique culture (Hoy & Miskel, 2001).

As a social system, according to the literature (Bidwell, 1965; Getzels & Guba, 1957; Getzels, Lipham, & Campbell, 1968; Scott, 1992, 1998), the school system is an open system, affected by the values of the community and societal forces; it is goal oriented; it consists of interdependent parts, characteristics, and activities that contribute to and receive from the whole; it is peopled by individuals acting on the basis of their needs as well as their roles and statuses; it is a political entity; and it has a distinctive culture.

It is within the context of this social system of the school that school counseling has evolved from very humble beginnings to what it is today, according to Aubrey (1977), a series of learning experiences complementing the existing curriculum. Jesse Davis and other pioneers were responding to local needs (Baker, 1996). These pioneers founded their guidance services on such ideas as making students employable, helping them find suitable employment, and responding to their individual differences (Rockwell & Rothney, 1961).

School counseling developed to meet a need for specialization within the school system, as the school system developed to meet the societal needs of the community

around it. According to Baker (1996), it is especially clear why counselors have played such an important role in our schools, which themselves incorporate principles of democracy, equity, and opportunity for the student.

School counseling began as a guidance movement that emerged from the Industrial Revolution at the beginning of the 20th century. In response to the fallout and by-products (negative effects) of the industrial growth, the Progressive Movement advocated for social reform. Vocational guidance was one powerful aspect of this response (Baker, 1996). From its humble beginnings in vocational guidance, school counseling evolved through various stages: vocational guidance, educational counseling, individual counseling, transitional professionalism, situational diagnosis. Significant changes in the counselor's role have taken place over the past 100 years. During that period, secondary-school counseling changed its emphasis, projecting the secondary school as the preparation stage for the job market, then as the gateway to a college education, and finally as offering a comprehensive approach to education.

Human development theories have greatly influenced counseling theory and practice (Erikson, 1950, 1968; Havinghurst, 1953; Piaget & Inhelder, 1969; Kohlberg, 1981; Levinson, 1986). The assumption of developmental theories that the emotional maturity and well-being of adults are determined largely by the quality of relationships they had with their parents and family in early childhood has come under strong criticism (Hillman & Ventura, 1992; Moore, 1992; Steenbarger, 1991). These critics (theorists) argue that developmental theorists who are preoccupied with child development have ignored the impact of environmental influences and world conditions on the

well-being of adults.

Steenbarger (1991) replaced the "organismic world view" of human development theory (with its rigid stages of growth progressing through the immature, less organized and less differentiated, to the mature-cohesive stages) with his more comprehensive "contextual world view," in which human development is affected by individuals' interaction with others, the community, and the world at large. Hillman and Ventura (1992) also emphasized that socioeconomic, political, and cultural factors generally are more likely to have an impact on an adult's functioning than most childhood experiences.

Counseling becomes much more effective when the total context of the counselee's life is taken into consideration, including his spiritual experience, which is viewed as an essential aspect of everyday life and relates to personal integrity, effective relationships, and satisfying work (Gilligan, 1982; Hillman, 1983; Moore, 1992). This concept agrees with that expressed by Getzels and Guba (1957). The secondary school seems to be the proper place (and stage) to nurture such interaction and development.

In order to achieve its highest objective, school counseling should seek to affect all aspects of the students' well-being, influencing behavior change and development within the school system, and consequently within the larger society of which the school is an integral part. Within the social system of the school, statuses and roles are distributed or established, according to needs, in order to maintain organizational stability, integrity, proficiency, and growth. Within that context, the school counselor performs a specialized role as he (she) maintains a balanced counseling program in the secondary-school system.

In his book, *School Counseling for the Twentieth Century*, Stanley Baker (1996)

stated that current conditions appear to demand a balanced approach to school counseling. He stated further that because in the latter years of the 20th century Americans were confronted with pervasive and traumatic social problems, a balanced school counseling program is one in which importance is attributed equally to prevention and intervention goals. Baker (1996) went on to delineate the important functions that collectively make up a comprehensive, balanced school-counseling program, in which each function is focused on enhancing student growth and development. The following eight functions, according to Baker, constitute the essentials of a balanced secondary-school counseling program: counseling, curriculum programming, consulting, referral and coordination, information, transition enhancement, assessment, and accountability.

According to the latest research (Hershenson & Power, 1987; Nicoll, 1984; Nugent, 1994; Partin, 1993; Rowe, 1989; Schmidt, 1993), the secondary-school counselor's role tends to be defined largely by the nature and emphases of the targeted school-counseling program as established and maintained by the specified school or school system within which the counselor functions. According to these studies, there is no single job description or listing of roles and functions for secondary-school counselors.

The current study seems to concur with the characterization of the school as a social system, which is open; affected by the values of the community, and societal forces; goal oriented; consisting of interdependent parts; peopled by individuals acting on the basis of their needs as well as their roles and statuses; and a political entity with its distinctive culture (Getzels & Guba, 1957; Waller, 1932). Various levels of interaction have been identified between principals, counselors, teachers, and students in their

responses to research items of the study. These respondents play their roles within the social context of the secondary school as it responds to the needs, values, and impact of their communities and larger societal forces in Trinidad and Tobago. The current study agrees with the general conclusion of the research literature that: (1) the secondary-school counselor's role tends to be defined largely by the specific school program, and (2) there is a lack of consensus about the counselor's actual role among counselor role-definers.

Assumptions of the Study

The following assumptions were made:

1. The counselor role-definers (in this instance, counselors, principals, teachers and students) have their own perceptions of the counselor's role in the secondary school.

2. These perceptions, held by the different role-definers, need to be clearly articulated.

3. Clearer articulation of these group perceptions will facilitate better understanding of the counselor's role in the schools.

4. Better understanding of the counselor's role will facilitate better communication among counselor role-definers.

5. Better understanding and better communication will greatly facilitate improved counseling services for secondary-school students and heightened job satisfaction for secondary-school counselors.

Research Questions

The main research questions for this study were:

1. How do counselors, principals, teachers, and students perceive the actual and ideal roles of secondary-school counselors?

2. What is the relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role?

Research Hypotheses

Hypothesis 1: There is a significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in placement services.

Hypothesis 2: There is a significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in placement services.

Hypothesis 3: There is a significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in counseling services.

Hypothesis 4: There is a significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in counseling services.

Hypothesis 5: There is a significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in follow-up services.

Hypothesis 6. There is a significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in follow-up services.

Hypothesis 7: There is a significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in orientation services.

Hypothesis 8: There is a significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in orientation services.

Hypothesis 9: There is a significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in student data services.

Hypothesis 10: There is a significant difference between counselors, principals. teachers, and students in their perceptions of ideal counselors' role in student data services.

Hypothesis 11: There is a significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in information services.

Hypothesis 12: There is a significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in information services.

Hypothesis 13: There is a significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in miscellaneous services.

Hypothesis 14: There is a significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in miscellaneous services.

Hypothesis 15: There is a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in

placement services.

Hypothesis 16: There is a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in counseling services.

Hypothesis 17: There is a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in follow-up services.

Hypothesis 18: There is a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in orientation services.

Hypothesis 19: There is a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in student data services.

Hypothesis 20: There is a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in information services.

Hypothesis 21: There is a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in miscellaneous services.

Definition of Terms

Role Perception: The way participants in the school system view the counselor's

role and how it impacts their interactions with the counselor; the view the counselor has about his (her) role in the school system (as well as the process) that influences how he (she), in turn, performs the role.

Job Satisfaction: The realization or fulfillment in the performance of one's role in a given work environment.

Ministry of Education: The Ministry in the Government of Trinidad and Tobago which has ultimate responsibility for all educational matters in the country, including guidance/counseling services.

Form: In the Trinidad and Tobago educational system, this represents a level or stage in the secondary-school process. There are five forms in the secondary-school system, generally, but six forms in some of the senior comprehensive schools.

Delimitation of the Study

This research study was an exploratory inquiry into the perceptions held by principals, teachers, students, and counselors about the role of counselors in secondary schools in Trinidad and Tobago. A random sample was used in the collection of data, with a view of identifying the role of secondary-school counselors, and making recommendations for developmental changes to the Guidance Unit of the Ministry of Education based upon careful analysis of the research data.

Limitation of the Study

The number of counselors surveyed in this study was small (26). It represented, however, the majority of the total school-counselor population in Trinidad and Tobago.

Generalizations, therefore, can be made only with reference to Trinidad and Tobago. The study can be used, however, as the basis for further research.

Organization of the Study

Chapter 1 consists of the introduction, significance of the study, statement of the problem, the purpose of the study, the research questions that the present study seeks to answer, the hypotheses to be examined, the theoretical framework of the study, the definition of terms, the delimitation of the study, the limitation of the study, the basic assumptions underlying the study, and the organization of the study.

Chapter 2 presents a literature review of the main sources of information about counselor role perception held by counselors, principals, teachers, and students.

Chapter 3 describes the methodology, which includes descriptions of the population, the sample, the instruments used, the research procedure, and the statistical methods of analysis used in the study.

Chapter 4 presents and analyzes the data collected in the present study.

Chapter 5 summarizes the findings of the study and presents the results, conclusions, and recommendations.

CHAPTER II

REVIEW OF THE LITERATURE

The literature for this study was drawn from four viewpoints: the secondary-school counselor, the secondary-school principal, the secondary-school teacher, and the secondary- school student. The review surveys research literature about counselor role perception and counselor job satisfaction. The review also seeks to give a concise historical background of the counselor's role in the secondary school.

History of the Counselor's Role

The history of guidance and counseling is marked by conflict between those who are enthusiastic advocates and those who are critics of the work of school counselors (Brown & Srebalus, 1973). Advocates often admit or even lament that counselors do not function in accordance with the ideal, and offer various explanations for the disparity between the ideal and the real (actual), and suggest ways of making counseling more effective (Brown & Srebalus, 1973). Critics sometimes agree with advocates, but they usually come to different conclusions that counseling is, at worst, a waste of resources or, at best, an expendable activity (Bradley, 1978).

Hampton and Lauer (1981) believed that although participatory advisement includes various tasks formerly done by counselors in typical school settings, they did not

view counselors as expendable. Furthermore, they agreed that the work of counselors in human organizations (including schools) should become more important and more congruent with the counseling ideal.

The guidance movement began shortly after the turn of the 20th century as an effort to provide effective vocational guidance to secondary-school students. Three seemingly obvious but crucial factors facilitated an early boost to the movement. These factors can be listed as: increasing numbers of young people were going to high schools; occupations were becoming more complex and specialized; psychology was emerging as an important science (Hampton & Lauer, 1981). That occupational choice had become a matter of social concern is evidenced by a number of books that began to appear on the market. Books with titles such as *Careers for the Coming Men* and *What Shall Our Boys Do for a Living?* offered different kinds of advice, and one author promoted the new profession of "vocophy" to help young men select their careers (Amor, 1969). The above references showed a clear gender bias toward males, which reflected the thinking of the society.

Work in vocational guidance was initiated in San Francisco in 1895 at the California School of Mechanical Arts. An early boost to vocational guidance was given by Frank Parsons, who founded the Vocational Bureau of Boston in 1908. Parsons became noted as the founder of vocational guidance. The Bureau began as a private agency, but later became part of Harvard University. Parsons and his co-workers emphasized the success that would follow upon an individual's finding the occupation for which he was most qualified. The really big innovation of the Bureau was the establishment of a professional role of "counseling." Counselors could, because of their training in and

knowledge of individual assessment and occupational information, aid the process of occupational choice (Amor, 1969).

The guidance movement can be viewed as passing through several periods or stages. By 1910, vocational guidance counselors began working in some community organizations as well as in a few high schools. By 1916, about 1,000 counselors were employed by American schools (Hampton & Lauer, 1981). The movement was slow to begin, but once begun, it expanded very rapidly. As the movement expanded, high schools were changing into a more "comprehensive" type, whose purpose it was to prepare students for the workplace as well as for college. Gradually the concern with students' vocational future gave way to concern with students' educational future (college), and vocational counselors began to do educational guidance as well as vocational counseling.

During the period 1920–1940, progressive education, introduced by John Dewey, exerted a strong influence on school curricula. Progressive education prescribed expanded responsibility for school guidance counselors because schools had a responsibility to change the environment of students and to guide children in their personal, social, and moral development (Nugent, 1990).

By the 1940s, vocational and educational counseling were giving way to the stage of "meeting individual needs" (Stiller, 1967). Counselors increasingly viewed themselves as therapists, providing a service to individuals rather than simply implementing a school program. This trend was given great impetus by the mental health movement (Brown & Srebalus, 1973). The social-emotional adjustment of students became the main concern, and Carl Rogers was the guiding light. Many counselors were trained in Rogerian

techniques. As counselors provided students with understanding and supportive relationships, students were expected to resolve their problems and grow into mature individuals.

In the 1960s, counseling entered the stage of "transitional professionalism" (Brown & Srebalus, 1973). Medical therapeutic models became popular, and professional guidelines were developed by the American School Counselor Association, the professional body representing professional school counseling in the United States of America.

In the 1970s the trend shifted to that of "situational diagnosis." This stage was characterized by disenchantment with models based on psycho-pathology, and by experimentation with various other therapeutic techniques such as transactional analysis and behavior modification (Bradley, 1978). There were serious attempts to match therapeutic techniques with individual client needs during this period.

Over time, counselors have become more and more aware of the limitations of individual therapy and the influence of social or environmental factors involved in individual problems. Guidance counseling has been a very dynamic and progressive field, shifting emphasis through vocations, higher education, self-realization, and a combination of all three. Significant changes in the counselor's role have taken place during the past 100 years of its history. During the period, secondary-school counseling changed emphasis, projecting the high school first as a preparation for the job market, then as a gateway to college education, and finally as being fully comprehensive, with a place for various types of students and student needs.

In such a setting, teachers have become increasingly more specialized, and

administrators have tended to define themselves as specialists, not as instructional leaders, but more as managers of the educational plant (building). Hampton and Lauer (1981) stated that the counselor has become the person in the middle, a marginalized member of the school team, who is expected to fill in the gaps left by teachers and administrators. This statement quite accurately reflects how the school counselor senses his position on the professional staff of today's secondary school.

The Counselor's Ideal Role

What is the counselor's ideal role in the high school? Finding an answer to this question has always proven to be an elusive task for counselor role-definers.

Based on studies conducted by the American School Counselor Association (including surveys of counselors from every state of the United States of America), H. L. Isaksen identified 10 functions of the counselor, according to Phillips (1971). The following ideal roles represent the consensus of American school counselors:

First, the counselor is involved in planning and implementing guidance and curriculum. The counselor works at this task in keeping with student needs.

Second, the counselor helps students understand themselves as individuals in particular social and psychological settings, accept themselves for what they are, gain decision-making skills, and resolve their personal problems.

Third, the counselor plays a key role in student evaluation. The counselor is responsible for the gathering and proper use of data about students and interprets those data to students, parents, teachers, and any other professionally concerned individual.

Fourth, the counselor gathers information related to school offerings, higher education opportunities, and careers. This information is to be shared with students and their parents.

Fifth, the counselor utilizes services available in the community as needs arise. In order to make these services available, the counselor maintains contact with various community agencies, and helps students and parents to take advantage of them. The counselor may also need to work toward the development of needed but unavailable services.

Sixth, the counselor works with students, teachers, and administrators to provide adequate placement services for students.

Seventh, the counselor offers help to parents in a number of ways, with regard to the academic, social, or psychological progress of their children.

Eighth, the counselor acts as a consultant for teachers and administrators in matters of guidance.

The counselor may need to convey appropriate information to other staff members or help them identify particular needs and problems. The counselor also provides resources for in-service training and for teachers who want to provide guidance experiences in the classroom.

Ninth, the counselor plays a key role in researching the needs of students and the responsiveness of the school program to those needs.

Tenth, the counselor has a public relations function. Effective public relations are maintained by such activities as participation in community gatherings and programs, and

by sharing information with local mass media.

These 10 functions tend to be student-centered. Directly or indirectly, the functions are aimed at student needs and their purpose is to enable all students to achieve self-actualization.

Professional Prescriptions

Professional organizations set professional standards and broad general guidelines for their memberships. The American School Counselor Association (ASCA), the official controlling body for school counseling in the United States of America, sets the standards for professional counselors. ASCA sets the parameters for counselor roles and functions. In an official document entitled, "The Role of the Professional School Counselor" (ASCA, 1999), the association described the professional school counselor as:

> a certified/licensed educator who addresses the needs of students comprehensively through the implementation of a developmental school counseling program. . . . They work as specialists in human behavior and relationships who provide assistance to students through four primary interventions: counseling (individual and group); large group guidance; consultation; and coordination. (p. 2)

According to the ASCA statement (1999), professional counselors are responsible for developing comprehensive school-counseling programs that provide and enhance learning, providing interventions within a comprehensive program for direct services to students, staff, and families. In the delivery of direct services, the American School Counselor Association recommends that professional school counselors spend at least 70% of their time in direct services to students. ASCA considers a realistic counselor-student ratio for effective program delivery to be a maximum of 1:250.

School counselors are student advocates who work cooperatively with other individuals and organizations to promote the development of children, youth, and families in their communities (ASCA, 1999). School counselors, as members of the educational team at their schools, consult and collaborate with teachers, administrators, and families to assist students to be successful academically, vocationally, and personally.

Professional school counselors meet the state certification/licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of their professional associations. In the practice of their professions, they maintain the following ethical goals: confidentiality; responsibilities to parents; responsibilities to colleagues and professional associates; responsibilities to the school and community; responsibilities to self; responsibilities to the profession; and maintenance of professional standards (ASCA, 1998).

In Trinidad and Tobago, the Ministry of Education Guidance Unit, the official controlling body for counseling and guidance, sets the standards for school counselors. The Guidance Unit sets the standards and the parameters for counselor roles and functions. According to the Guidance Unit (GU), school counselors are responsible for providing assistance to students through four primary interventions: diagnostic prescriptive service; career counseling; personal/social counseling; and academic guidance.

In 1969, the Trinidad and Tobago Cabinet agreed to establish a Vocational Guidance Unit in the Ministry of Education, with a proposal that a Comprehensive Guidance Service be established (Williams, 1999a). This service would include educational guidance, vocational guidance, and counseling. In order to achieve specific goals through

these services, the Guidance Unit articulated 10 specialized functions of guidance officers as follows: consultation; data collection and records; information dissemination; testing and appraisal; counseling; referral; curriculum development; in-service training; and research and evaluation. In carrying out their task, secondary-school counselors are expected to consult with principals, teachers, parents, and community agencies on matters which affect student development.

The guidance program in Trinidad and Tobago serves as the instrument for the implementation of developmental activities throughout the secondary-school system. Its broad-based objectives are as follows: (1) to assist in the all-round development of students; (2) to increase the accuracy of the students' perceptions of self and the world in which they live and function; (3) to provide a bridge between school and home and community; (4) to prepare students for the world of work; and (5) to empower students to manage their personal and social problems (Williams, 1999b).

Counselor Role Perceptions

Dwyer (1979) did a study of the role of secondary-school counselors in Maine as described by superintendents, secondary-school principals, secondary-school counselors, and secondary-school teachers. The study sought to determine the extent to which secondary-school guidance counselors agreed or disagreed with other members of the target population regarding the role and function of counselors employed at the secondary-school level. A subordinate purpose of the study was the identification of administrator-, teacher-, and counselor-perceived ideal roles and functions of the secondary-school counselor. The

study showed that superintendents and school counselors perceived counselor role and function in more similar than dissimilar terms; principals and counselors viewed the counselor's role in even more similar terms. By contrast, teachers' and counselors' responses showed far less agreement, except for ideal role identification, which showed high levels of agreement. The study also found that administrators, teachers, and counselors collectively recognized a need for increased counselor involvement in group counseling activities; promoting and expanding home/school relationship; research activities; and communication of counselor role and function. Listed for further study were: (1) the counselor's professional position and relation of the position to the composite school staff; (2) communicating the counselor role to school and community; and (3) establishing a realistic range of counselor functions. Specific recommendations were offered to meet those needs.

In his research of discrepancies between counselor and client perceptions of counselor role and client satisfaction, Lee (1980) sought to determine how counselors and students perceived the role of the counselor and then to determine if there was a relationship between the counselor's and student's perception of the counselor role and student satisfaction with counseling services. Attitudes toward school-counselor role functions were assessed using the Osgood Semantic Differential ratings of school-counselor role functions developed by the New Jersey Personnel and Guidance Association in 1978. Student satisfaction with counseling services was assessed by using Likert-type ratings of satisfaction for each separate role function and a global rating of satisfaction. The two major findings in this study were: (1) there were significant differences between student

and counselor attitudes toward the role of the school counselor, and (2) counselor attitudes were more positive than student attitudes.

Through his comparative study of role priorities and satisfaction with services of guidance personnel by staff and 12th-grade students at Manasquan High School, Handler (1980) tried to secure information and data from seniors, teachers, special service team members, administrators, and counselors about 21 specific guidance services. The investigation covered the following areas: comparisons within and between each group's response to the importance of a particular function, expectation of a particular function, and satisfaction with service performed for a particular function. Cross-tabulations were made on a computer to determine relationships between these three factors. The following results were reported: functions rated as the first, second, and third most important functions of the 21 counselor duties and the staff's opinion about the adequacy of the guidance facilities and personnel. There was a high degree of agreement among groups in the areas of importance and expectations of the 21 counselor duties and a low degree of agreement between the groups relative to how well a function was performed (satisfaction). The functions that were most important and most expected were: orientation to high school, maintaining confidentiality, college planning, selection, and taking the SAT. The duties chosen as least important and expected were: visiting classrooms and classroom discipline of students.

In his study of discrepancies between counselor and client perceptions of counselor role and client satisfaction, Lee (1980) found that there were two major results: (1) there was a significant difference between student and counselor attitudes toward the role of the school counselor. Counselor attitudes were more positive than student attitudes toward each

of the eight role functions developed by the New Jersey Personnel and Guidance Association and (2) there was a significant relationship between student attitude toward counselor roles and student satisfaction with counseling services. Students with attitudes similar to their own counselor were more likely to be satisfied with counseling services whereas students with dissimilar attitudes were more likely to be dissatisfied with counseling services. Recommendations for further research were proposed.

Oshiro's study (1981) sought to analyze the actual and ideal role concepts of secondary-school counselors in a large metropolitan school district. In his study he discovered that more counselors reported dissatisfaction rather than satisfaction with their present roles. Counselors most frequently highlighted the need for the allocation of more time to work with students and reduction in clerical responsibilities. Teaching experience was considered essential by nearly all counselors for the position of school counselor.

Harvey (1981) did a study of the perceptions of secondary-school administrators, counselors, and teachers regarding the implementation of the RISE Commission. The study found that secondary-school administrators, counselors, and teachers perceived the following as essentials: mastery of essential skills; simplifying and improving the current system of evaluation; and the variables of age, sex, and job roles significantly affected the perceptions of the participants. The study concluded that: (1) for the student to be the center of the educational program, there would be a role change for the administrator, counselor, teacher, and student; (2) a change in the method of evaluating and dismissing educators was perceived as a threat to job security; (3) the high-school diploma should mean something specific; and (4) before making changes at school level, the perceptions of

those affected should be surveyed.

Baldwin (1981) did a study on the effects of consciousness-raising training for public school counselors on masculinity, femininity, and attitudes about women's roles. The researcher noted that traditional sex-role stereotypes helped perpetuate cultural and psychological pressures which are restrictive in such areas as occupations, relationships, and personal potential. Within public school systems the role of the counselor is to help young women and men decide about their values, lifestyles, and careers using sex-fair counseling practice. The purpose of this study was to examine the effects of consciousness-raising training for counselors employed in secondary schools located in central city school districts of a major midwestern metropolitan city. Pretest and posttest data were measured on the Bem Sex-Role Inventory (BSRI) and the Engelhard Attitudes Toward Women (EATW) Scale. The study found that short-term consciousness-raising was apparently toward emergent attitudes and away from traditional sex-role stereotypes. Recommendations for study included replicating this study using a larger sample.

Williams (1982) studied the counselor's role and its components as viewed by members of the role-set. The main purpose of the study was twofold: (1) to note any discrepancies between the actual functions of East Lansing's counselors and the counselor's functions as perceived by counselors, administrators, teachers, and teacher consultants; and (2) to generate information about counselor functions from counselors, administrators, teachers, and teacher consultants. Using data derived from the instrument Measurement of Counselor Competencies (Robert Percival), this study showed that there was a significant difference between counselors, administrators, teachers, and teacher consultants in their

perception of the counselor's functions, and there was a difference between the actual functions and the counselor's perceived functions.

Kingston's study (1982) addressed the changing role and function of secondary guidance counselors in Detroit Public Schools between the years 1898 and 1981. The primary purpose of the research was to provide a concise overview of the role of the secondary-school counselor in Detroit from a historical perspective and to delineate those forces that influenced the development of counselor roles during specified periods in the history of the Detroit Public School System. Interviews with administrators and counselors yielded the following results (findings):

1. The early role of the counselor had a decided effect on the counselor role later.

2. Administrative commitment to change in the counselor role and function was minimal.

3. The philosophy of the guidance and counseling program was not standardized until 1979.

4. Court intervention and the Guidance Program Model provided the greatest impetus for counselor role change.

5. Standards of performance for counselors had not been developed.

6. Resistance to change resulted in a continuation of inappropriate use of counselors.

7. The newly defined counselor role had not been institutionalized.

8. Central Guidance staff, administratively, had no control over counselor functions within the high school. Resulting from these findings, specific recommendations were

submitted to ensure continued guidance program implementation.

Bacigalupo (1983) analyzed the role of consultation in the field of guidance and counseling during the years 1964 to 1979. The main purpose of the study was to analyze the development of consultation theories and to present an objective overview of how these theories have made possible a new way of viewing the role and function of counselors in educational settings. This research substantiated that consultation has proven to be an area of the guidance and counseling literature that provided counselors with a challenge laden with potential for change related to role and function. Bacigalupo concluded that consultation is a process which is compatible with a wide range of theories based upon developments in the behavioral and social sciences. Therefore, he argued that the school counselors's own theoretical and philosophical foundations are important to the development of consultation models in schools.

Burris (1983) sought to determine: (1) which counselor role functions were assigned to secondary-school counselors: (2) the relative value placed on counselor functions, and (3) the receptivity of counselors to cooperative efforts in the areas of staff development and counselor supervision. The subjects for this study of counselor role expectations and priorities as perceived by five major groups of role determiners were: counselor educators, certified secondary-school counselors, secondary-school principals, secondary-school teachers, and senior students. The four adult role determiner groups were asked to rate the functions included in the Counselor Function Inventory on a 5-interval Likert scale in two categories: (1) the level and degree of counselor responsibility for each function, and (2) the value of each function to students. The students were asked to rate the functions on the

value category only. All five role-determiner groups assigned the greatest percentage of functions to the counseling service and rated the counseling service as being "essential" or "very important" to the students. The four adult groups rated the information service as the next highest, while the students chose orientation service functions as the next highest.

In his study of the role and performance of the high-school guidance counselor as perceived by students and teachers in a rural-suburban school district, Gottardi (1983) compared and contrasted the perceptions of the participant teachers and students. An important and significant finding of this study was that students and teachers all indicated that they believed that the seven counselor roles surveyed were essential functions of the counselor. There were differences, though, in regard to the performance areas of the counselor. According to Gottardi the teachers had a less positive view of the seven specific counselor performance areas than did students.

Taylor (1984) studied the roles of vocational counselors in the public schools of Mississippi as perceived by school superintendents, vocational directors, and vocational counselors. The Vocational Counselor Opinionnaire with 75 role statements was used to gather data. A one-way analysis of variance and a Scheffe post hoc test were utilized. The results of the study were as follows:

1. A factor analysis of the 75 role statements produced nine principal factors.

2. There were 66 role statements considered to be principal roles of vocational counselors.

3. No significant differences in perceptions of superintendents, vocational directors, and vocational counselors occurred at the .05 level when the respondent groups were

considered aggregately and when demographic data were considered as variables.

4. When the role statements were considered separately, however, age, gender, academic degree, and location of the vocational center were responsible for the three respondent groups differing significantly on 23 of the 75 role statements.

5. It was concluded that differences in perceptions were related primarily to roles involving vocational counselors and non-vocational students.

Barry (1984) did a study to determine the perceptions of principals, counselors, and teachers regarding the ideal and actual functions of secondary-school counselors. The results of the study indicated that principals had a more consistent and/or accurate perception than counselors about counselor functions. Principals showed significant differences in their perceptions regarding the ideal and actual functions of secondary-school counselors in 4 of the 20 factors, counselors showed significant differences in 7 of the 20 functions, and teachers had significant differences in 16 of the 20 functions. The results indicated that counselors need to keep themselves informed of current policies, therapeutic approaches, laws, and other changes in the counseling field, and become more actively involved in educating others as to their functions and skills.

Orhungur (1985) did a study to identify the roles and functions of the counselor in Nigerian secondary schools, perceived by administrators, teachers, and students. He stated that the knowledge was needed by the ministry of education as it decided on the implementation of school counseling programs. The study showed that the three groups rated most of the activities with a mean of 3.5 or higher on a 5-point Likert scale, indicating that these functions were important components of the counselor's role. The differences

among group means were statistically significant on drug counseling. Administrators were undecided that teaching subjects was a counselor's function, but the students agreed that counselors should also teach. Orhungur commented that as the counselor role and function became clearer, the profession would be better able to respond to the needs of society. Recommendations were made for further research to be done.

Saeedpour (1986) did a study to compare the perceptions of school personnel (school principals, teachers, and counselors) in secondary schools on the role (actual and ideal) of school counselors in the Metropolitan Nashville school system. The study demonstrated that the school personnel believed that what the counselors actually did on their job was different from what they should be doing. Teachers showed significant differences from counselors on their perception of the ideal role of the counselor. There were no significant differences between teachers and principals or between counselors and principals. As for the actual role of a counselor, teachers were significantly different from counselors and from principals. There was no significant difference between counselors and principals. The study concluded that there was a need for discussion in order to arrive at consensus among professionals on an acceptable role definition for secondary-school counselors. The study also referred to the lack of communication between professionals, and further studies were recommended.

In his study of the role of the secondary-school counselor, 1908-1978, Donahoe (1986) examined environmental factors influencing the role within the American secondary-school organization during the time period. Six influences were found to be most important: demographics; persons and events influencing occupational guidance;

developments in testing and counseling psychology; federal legislation; and national reports. Donahoe concluded that the role of the secondary-school counselor had been modified by the six influences cited above. The impact of each influence varied from decade to decade, but each was present to a greater or lesser extent, resulting in cumulative counselor responsibilities. Throughout the decades, few counselor functions had been eliminated. As a result, the last years of the period under review began exhibiting counselor role conflict with varying role expectations becoming evident.

Harris (1986) did a study of high-school counseling as perceived by students and counselors. His study revealed a disparity between student perceptions of the counseling received and counselor perceptions of the counseling provided. Many students perceived that several needs were not being met, which resulted in their having to make important decisions without the assistance of the counselor. On the other hand, counselors perceived that they were satisfactorily meeting the students' needs. Harris concluded that in order to reduce the discrepancy in perception of counseling, counselors needed to increase their understanding of student needs and expectations so that they (counselors) could more meaningfully communicate what might be achieved from the counseling process.

Peters (1987) studied patterns of change in role functions of high-school counselors and in the delivery of guidance services to students during the implementation of a court-mandated program for school improvement in the Detroit public schools. The research sought to examine the influence of the roles of principals, guidance department heads, central administration, and the courts on changes in counselor role functions and the delivery of guidance services to students. The research findings revealed that all except 2

of the 12 variables of counselor role function and delivery of student services showed a similar pattern of change over the 5-year period. The findings also revealed that within this pattern, the presence of strongly supportive principals influenced positive gains to be greater than that of weakly supportive principals. The same difference was demonstrated when strong leadership versus weak leadership in guidance department heads and central administration was examined. One major conclusion, consistent with prior literature, was this: Even when change was mandated by court order, resistance must be countered by strong leadership at several levels, if the desired change was to take place. Several implications were developed for school practice and educational policy, and recommendations were made for further study.

In his study of student and teacher perceptions of the role and function of the secondary-school counselor, Ostwald (1988) found that within the limitations of the study, there was no significant difference between student and teacher perceptions regarding the role of the high-school counselor. In addition, he reported a significant difference between student and teacher perceptions of how well counseling functions were being met; student perceptions at various grade levels differed significantly on the importance of various counselor functions; the perceptions of male and female students at the junior and senior levels differed significantly on the importance of some counselor functions; and the perceptions of teachers with various years of experience differed significantly regarding the importance of counselor functions. Ostwald stated that there was still no consensus regarding the role of the school counselor. The role of the school counselor was often not consistent with the role expectations held by student, teachers, administrators, and

counselors.

Dethlefsen (1988) investigated the differences in the actual and ideal roles of secondary-school counselors in Region X schools (Texas) as perceived by counselors, principals, and counselor educators. The study sought to determine if counselors were still being misused then as they had allegedly been in the past. The study showed a significant positive correlation for the following groups concerning their perceptions of secondary-school counselors' roles: counselors' actual and counselors' ideal; principals' actual and principals' ideal; counselor educators' actual and counselor's ideal; counselors' and principals' actual; principals' and counselor educators' actual; counselors' and counselor educators' actual; counselors' and principals' ideal; counselors' and counselor educators' ideal; and principals' and counselor educators' ideal.

Glenn (1988) did a study to determine the expected role performance and the actual role performance of selected secondary-school guidance counselors as perceived by counselor educators, secondary-school principals, and secondary-school counselors. The study found that:

1. Counselor educators perceived the "actual" level of counselor involvement to be highest in the area of educational activities, followed by appraisal, informational, administrative/clerical, and personal/social/emotional counseling activities. Counselor educators held the perception that "ideal" involvement should be concentrated in recommended alternative programs as the primary level of involvement, followed by personal/social/emotional counseling, informational, appraisal, and other educational and administrative/clerical activities.

2. Secondary-school principals perceived "actual" involvement to be highest in the area of educational activities, followed by appraisal, informational, personal/social/emotional, and administrative/clerical activities. Principals indicated that "ideal" involvement should be primarily with sharing academic information with workers and recommended alternative programs, followed by informational, appraisal, personal/social/emotional counseling, and administrative/clerical activities.

3. Counselors perceived "actual" involvement in educational activities, personal/social/emotional counseling, informational, appraisal, and administrative/clerical activities in order of importance. Counselors ideally gave priority to sharing academic information with workers and recommending alternative programs, followed by personal/social/emotional counseling, informational, appraisal, and administrative/clerical activities. Among the role-set, there was a high level of congruency in the "ideal" tasks/functions of the counselor. There was, however, a significant amount of incongruence within the role-set about the "actual" involvement of a counselor.

Stickel (1988) investigated the congruence of role perceptions and perceived effectiveness between school counselors and principals. Congruent patterns were found concerning perceptions of the counselor's ideal role, performances of subprofessional duties, and the counselors' report of typical practice compared to their perception of their principal's role. Many incongruent patterns were found which were most marked in the fit between both the counselors' and the principals' view of the ideal role as compared to reports of typical practice. In all congruent patterns the relative differences were small. Important significant relationships were not identified between pattern consequences and

burnout. Some evidence of a relationship was indicated between these congruencies and job satisfaction. The following guidelines were recommended: more effective communication between counselors and principals and greater utilization of written counseling programs.

West (1989) studied the perceptions of the school counselor's role in the programs of special education students. The study rose out of the realization (of the author) that the counselor's role in public schools had rarely been clearly defined. Whereas Federal legislation required schools to mainstream special education students, the law did not specify what counseling services should be provided. Findings in this study showed that administrators and counselors identified a greater number of tasks as more desirable and feasible than actually occur compared to regular education and special education teachers. High-school staff saw more tasks as desirable and feasible than middle-school staff. Comparisons of the two staffs, however, showed general agreement on all three variables. All four selected groups believed it was desirable and feasible to increase counselor involvement with special education students. All four groups also agreed that counselors should not assume full responsibility for any task. There was disagreements about where counselors should and could increase services. It was recommended that counselors should examine their role in serving special education students to determine what changes were necessary. They needed to clarify their role where their role perceptions differed from other select groups. Counselors needed to consider the views of other professional groups.

Woodward (1989) investigated the perceptions of principals and school counselors regarding counselor functions and performance in 16 Ohio high schools identified as

quality schools by the National Secondary Schools Recognition Program. The perceptions gathered from these schools were then compared with those of principals and counselors in 16 schools which were not yet identified and recognized elsewhere in Ohio. The Oklahoma Counselor Role Inventory (modified by the researcher) was used to test six hypotheses based upon expectancies from them. The study found:

1. No significant difference was reported between actual functions performed in Recognized Quality Schools (RQS) and Non-Recognized Quality Schools (NRQS).

2. The correlation between what counselors reported they actually did and what they perceived they should do was greater in RQS than in NRQS.

3. The correlation between what principals believed counselors actually did and what principals perceived counselors should do was greater in RQS than in NRQS.

4. No significant difference was reported in the quality of counselor performance by principals in RQS and NRQS.

5. The correlation between what principals perceived counselors should do and what counselors reported they actually did was greater in RQS than in NRQS for consultation, program coordination, and administrative/clerical variables.

6. The correlation between what principals and counselors perceived the counselor should do was greater in RQS than in NRQS for consultation, program coordination, and administrative/clerical variables but not for counseling.

Johnson (1989) designed a study to examine high-school principals' and counselors' perceptions of the counselor's role as it is and expectations of what it should be in Florida school districts. The instrument used in this study was a modified version of

the 77-item Counselor Function Inventory (Shumake & Oelke, 1967). The sample consisted of 183 principals and 366 counselors drawn from all high schools in Florida containing Grades 9 through 12. Highly significant positive correlations were found for agreement between the following four comparison groups: principal perceptions–counselor perceptions (r=.97), principal expectations–counselor expectations (r=.95), principal perceptions–principal expectations (r=.99), and counselor perceptions–counselor expectations (r=.97). These findings show that principals agreed with counselors regarding functions which counselors should be performing. The findings were offered as a preliminary step in the development of a statewide evaluation system for counselors.

Stevenson (1990) did a study on identification and comparison of role expectations, role conceptions, and role performance to clarify the role of the high-school counselor. The research literature indicated that the role for the high-school counselor was unclear and needed clarification to ensure effective delivery of counselor services. The study identified and compared role elements for counselors in three medium-sized high schools in three northwestern states (USA). The subjects were requested to indicate the importance of 73 counselor activities comprising seven major counselor services. Counselors were asked to complete another survey, identifying which of the 73 activities they performed and the amount of time they spent performing each service. The results showed problems with role clarity in the three high schools. There were significant differences among group ratings about the importance of activities and percentage of time groups expected counselors to spend performing the services. Counselor performance was incongruent with expectations for some services. Counselors at two schools spent an equal amount of time on three

counselor services: counseling, information, and planning/placement. The recommendations were that principals and counselors should work together to: clarify the counselors' role; develop strategies for reducing differences; and use the information as a basis for writing or revising the job descriptions of guidance and counseling programs. Then, they should communicate these to significant others.

In her study of the role of the high-school counselor as perceived by school principals, counselors, and superintendents, Stalling (1991) tried to determine the perceived importance of present and future counselors' role and functions. The research findings indicated that the role and functions of the school counselor were not definitive across the schools studied. School counselor functions perceived by superintendents and principals were significantly different from counselors' perceptions. Administrators perceived the counseling aspect as an adjustment support rather than an integral part of the school system. This seems to be the perception for both the present and the future. Superintendents tended to perceive counselors as performing the functions that superintendents rated important, not the functions counselors rated as important. Counselors rated functions as individual and group counseling, referrals, and program development to be significantly more important than administrators rated them. Administrators, however, rated maintaining academic records and standardized test results and providing college information, career information and financial aid information as being of greatest importance. Fifty percent of all respondents reported having an excellent or outstanding counseling program and 77.4% reported that the counselor had a written job description.

Williams (1993) did a qualitative study on an emergent paradigm for school

counseling: past, present, and future images. This study examined the role and functions of school counselors as they were perceived by persons deemed knowledgeable about the field of school counseling: their colleagues, administrators, parents, and those who have received school counseling services. The study was based upon interview and survey data. The research yielded the following results: There was a perceived differentiation in the role and effectiveness between elementary and secondary counselors; limited exposure to school counseling invited "snapshot impressions" of the field; school counselors did the work that was outlined in the literature; school counselors held different expectations for different subgroups; the work conditions of the school were adversely affected by the lack of personnel and outdated facilities; there was controversy in the field about the best career path into school counseling; and there was a perceptual difference based on race with respect to diversity issues.

In her study of the urban high-school counselor and school reform, Cooper (1993) identified the missing agenda as the sidelining of or at least underutilization of the guidance counselor. The researcher stated that youth had increasing social, emotional, and health problems that high-school guidance counselors could help to identify and relieve. Yet the school counselor had remained virtually invisible and underused within the school reform movement. The study analyzed the occupation of the high-school counselor, focusing on motives for career selection, counselor's goals, roles, training, job rewards, and career paths. The study also explored organizational and cultural factors that influenced the school counselor. The research compared school guidance counselors in two urban public schools, distinguishing counselors who worked as "specialists" versus "generalists."

Counselors at both sites reported inadequate graduate preparation, unstructured socialization, haphazard on-the-job training, multiple workplace uncertainties regarding knowledge and methodology, and undifferentiated work rewards. On the other hand, counselors reported high job satisfaction based on outcomes and interpersonal relationships. The study also showed that the counselors' work context revealed an environment that was usually short on resources, fragmented in departmental organization, tight on space, limited in time, ambivalent on status, and non-collaborative in work relationships. The research recommended: (1) further study of the occupation of school counselors; (2) improvement in school site-work conditions; and (3) moving the issue of counselor professionalization into the school reform agenda.

Ballard (1995) did a study of the perceived roles, functions, and training needs of school counselors in an attempt to help school counselors become clearer and more aggressive in defining their roles and functions. When this happened, according to the study, school counselors developed more effective programs designed to meet the needs of their specific population. Then they worked to market those programs to teachers, students, parents, administrators, and the taxpaying community. This study was an extension of the Oregon School Counselor Study (Office of Academic Affairs,1992) which tested a conceptual model presented in the professional literature. The conceptual model was not supported by this study, but a new model emerged which could be empirically supported by data from Louisiana and Oregon. Three major roles emerged (from the study) through the principal components: (1) college and career counseling, (2) crisis intervention counseling, and (3) developmental counseling. School counselors working in both states listed their

major function as performing a developmental counseling role. Training needs for both states also focused on this role.

Hentsch (1996) did a comparative evaluation of the importance of roles and functions of secondary-school counselors as perceived by school counselors, school principals, and counselor educators. The purpose of the study was to compare the importance of roles (services) and functions (tasks) of the secondary-school counseling profession. School counselors, their principals, and counselor educators were surveyed nationally on the importance of seven roles and 70 functions. The study used the Minnesota Adapted Secondary School Counselor Survey (MASSCS). Principals and counselors seemed most closely aligned (with the fewest differences), counselors and counselor educators with several differences were not as closely aligned as anticipated, and principals and counselor educators were least aligned (had the most differences). The three groups expressed common opinions on several of the top 10 and bottom10 ranked items for importance of these roles and functions. This study pointed out that the differences between groups indicated a lack of understanding or perhaps a need for better communication of school counselors' roles and functions. There was a need for improvement of synergy among counselors, principals, and counselor educators.

Moore (1997) did an analysis of existing and ideal guidance counselor roles as perceived by high-school principals and counselors in Southwestern Indiana. Principals and counselors in 42 public high schools were surveyed to learn their perceptions and expectations of counselor roles. The findings of this study, which were closely aligned with the findings of previous studies, showed that counseling tended to be highly ranked on

all four lists and resulting comparisons. The strong agreement between principals and counselors on the functions that counselors should perform was significant. The study recommended that this finding should be reported to high-school principals and counselors to facilitate further articulation between principals and counselors and to establish goals for the guidance department which would benefit the students within each school.

In her study of the future of the counseling profession beyond 2000, Topor (1997) examined the future of the profession of school counseling. The researcher highlighted some salient issues as follows:

1. Faced with drastic budget reductions, many school districts have either eliminated or reduced the number of counselors within the schools.

2. The public has demanded that accountability become an essential part of school reform.

3. Defining counselor role was difficult.

4. Current review of counselor training programs indicated that counselors were theoretically but not practically prepared to deal with the needs of their students. In response to these issues, especially the public demand for educational reform, the Federal Government passed the School-to-Work Opportunity Act (STWOA) in 1994. This act provides funding for states to develop programs which prepare students for the world of work. STWOA calls on counselors to control and direct the development and implementation of such programs. In order to adopt these programs, schools must refocus their attention on school counselors. According to the findings of this study, the STWOA programs have moved counselors from the periphery to the center of educational reform.

This represents a radical altering of counselor role, image, and function. The results of the study indicate that counselors were willing to tackle the challenge and view it as a vehicle that may make a positive impact on educational reform as well as help to redefine the role of counselors.

Ghilani (2000) studied role and performance of the high-school guidance counselor as perceived by senior students, teachers, and administrators in a suburban school district in Allegheny County, Pennsylvania. The idea for the study originated due to the large amount of discrepancy between the perceptions of students, teachers, and administrators experienced by the author as a high-school counselor. The questionnaire used was an adaptation of Gottardi's (1983), chosen for its practicality and application to the role and performance of the modern-day high-school counselor. An important and significant finding of the study was that senior students, teachers, and administrators all indicated that they believed that the seven counselor roles surveyed are essential functions of the counselor. In spite of differences in the area of counselor performance, senior students, teachers, and administrators all viewed counselor performance as average to above average in all areas.

Counselor Job Satisfaction

Several studies have been done to show the relationships between counselor role perception and job satisfaction. Rivera-Negron (1979) did a study among public secondary-school counselors in Puerto Rico. The study investigated two work dimensions among secondary-school counselors in Puerto Rico. Job satisfaction ratings of surveyed

counselors were determined from the counselors' responses to the Minnesota Satisfaction Questionnaire and the Counselor Attitude Inventory. The study indicated that counselors differed significantly in their actual and ideal perception on a wide variety of roles, such as maintaining consultative contact, serving on the curriculum committee, and dealing with social-psychological problems of students (Rivera-Negron listed 10 such roles). The study showed that counselors perceived that they should be performing the duties inherent to these roles more frequently than they did, except for the role relating to social-psychological problems, which they were doing. The study revealed significant negative correlations between discrepancies in the perception of actual and ideal roles and the following job satisfaction areas: ability utilization, activity, creativity, security, social status, variety, and general job satisfaction. Generally, Puerto Rican counselors expressed higher levels of satisfaction with intrinsic rather than extrinsic aspects of their work. No significant correlations were found between discrepancies in actual and ideal role perception and years of experience in the job, except for 1 out of 22 sub-hypotheses. No significant differences were found between the level of job satisfaction of "more experienced" and "less experienced" counselors.

Handler (1980) did a study of a comparison of role priorities and satisfaction with services of guidance personnel by staff and 12th-grade students at Manasquan High School. The research was done in order to secure information from seniors, teachers, special service team members, administrators, and counselors with regard to 21 specific guidance services. The surveyed group responded to each service by indicating whether or not the service was expected, how important they rated the service, and how well it was performed. A

questionnaire was sent to five groups: 369 seniors, 83 teachers, 4 administrators, 6 special service team members, and 5 counselors. One of the four main areas investigated was the staff's opinion about the adequacy of the guidance facilities and personnel. The research results indicated that there was a high degree of agreement among groups in the areas of importance and expectations of the 21 counselor duties and a low degree of agreement among the groups with regard to how well a function is performed (satisfaction). The functions that were most important and most expected were orientation to the high-school, maintaining confidentiality, and college planning and selection. The duties that were chosen as least important and expected were visiting classrooms and classroom discipline of students. Overall, the data showed different emphases on the duties of the counselor. Teachers, students, and others saw the process-agent role as important, whereas the counselors were more oriented toward the counseling-agent role.

Page (1980) researched the satisfiers and dissatisfiers of secondary-school guidance counselors. The stated purposes of this study were: (1) to identify those factors which contribute to job satisfaction and dissatisfaction in a population of secondary-school counselors; (2) to determine the relevancy of Herzberg's motivation-hygiene theory when applied to this population; and (3) to determine the relationship between the factors of age, education, experience, and the urban/suburban settings and the Herzberg satisfiers and dissatisfiers identified in this population. The researcher's expressed hope was that the results of the study would contribute to the recognition of the importance of understanding and defining the role and function of the secondary-school counselor. Three motivators were identified as significant: achievement, recognition, and work itself. This research

recommended a need for a clear definition and understanding of the role and function of the counselor.

In her study of the prediction of satisfaction and satisfactoriness for counselor training graduates, Salazar (1981) attempted to evaluate the outcomes of a counselor training program by assessing its graduates' satisfaction and satisfactoriness (success) and identifying the correlates of such outcomes. The two major hypotheses, based on the theory of work adjustment, were: (1) job and career satisfaction of counselor training graduates can be predicted from their need-reinforcer correspondence; (2) satisfactoriness of graduates can be predicted from their abilities. Satisfaction was measured by the Hoppock Job Satisfaction Blank (JSB) and a Career Satisfaction Blank patterned after the JSB. Satisfactoriness was measured by an index of salary increase. Different needs, abilities, personality characteristics, and training variables revealed significant relationships with the criteria for the different groups. The study showed that counselor job satisfaction was best predicted by moral values need, personality factors, and satisfaction with training. The four propositions of the Theory of Work Adjustment were confirmed for non-American subjects and were interpreted as evidence for the cross-cultural validity of the theory.

Morgan (1987) did a study of the nature and sources of job satisfaction among school counselors in the American School Counselor Association. This study was designed to determine the level and sources of job satisfaction of school counselors and the relationship between their job satisfaction and variables such as school level. The study also attempted to learn if job satisfaction could be predicted from factors such as tenure and gender. Job satisfaction surveys (The Minnesota Satisfaction Questionnaire) were sent to

1,500 counselors. Out of 779 returns, 686 were accepted as usable (the final sample). The MSQ measures 20 sources of job satisfaction as well as general job satisfaction. Analysis of data revealed that (1) the school counselors were moderately satisfied with their jobs; (2) the school counselors were satisfied by intrinsic factors such as achievement; (3) high-school-level counselors experienced less satisfaction than those at elementary or middle/ junior high-school levels; (4) there was a weak but statistically significant positive relationship between age and job satisfaction; and (5) job expectations, job challenge, and counselors' perception of the adequacy of their training were predictors of job satisfaction. The study reported that school counselors had concerns about role overload, ambiguity, and role conflict. The study suggested that:

1. The American School Counselor Association (ASCA) could help to promote satisfaction among school counselors by intensifying its efforts of clarifying the school counselor's role.

2. Counselor educators, by developing realistic training and continuing education programs, could help foster job satisfaction among school counselors.

Halverson's study (1999) investigated school counselors and relationships between their experience, credentials, moral judgment, conceptual level, and self-efficacy. The study hypothesized that school counselors with higher levels of education, experience, supervision, and support would have higher scores on cognitive development and self-efficacy. One hundred counselors from three school systems were surveyed with the following instruments: Rest's Defining Issues Test, Hant's Paragraph Completion Measure, Larson's Counselor Self-Estimate Inventory, and a general demographic and support

questionnaire. Significant correlation was found between school counselors' reported willingness to get more training and/or supervision and higher scores on the measure of moral development. Higher scores also correlated with feelings of low support from the state school board and legislature. School counselors with higher conceptual levels indicated higher levels of job satisfaction.

Crutchfield (1995) studied the impact of two clinical peer supervision models on school counselors' job satisfaction, counselor self-efficacy, and counseling effectiveness. He reported that most school counselors get little or no consistent counseling supervision. Consistent supervision tended to produce both personal and professional development. Twenty-nine practicing school counselors from several rural counties in North Carolina were divided into three groups and surveyed. The research results indicated that there was no significant improvement in school counselors' job satisfaction, counselor self-efficacy, or counseling effectiveness. These individual non-significant results, however, showed in the right direction in each instance, indicating small but pervasive effects of the research treatment. The qualitative session evaluations supported the idea that clinical peer supervision was helpful to school counselors, including their job satisfaction.

Summary

The research literature about the role of the secondary-school counselor in the secondary-school system tends to highlight some very important issues, as follows:

1. There is generally a lack of congruity between actual and ideal counselor role concepts of the secondary-school counselor (Oshiro, 1981).

2. The counselor's role within the public school system is to help secondary-school students decide about their values, lifestyle, and career (Baldwin, 1981).

3. The role and function of the secondary-school guidance counselor has changed focus over the years (Kingston, 1982).

4. The role of the secondary-school counselor is unclear and needs clarification in order to ensure more effective delivery of counselor services (Stevenson, 1990).

5. There is a lack of consensus in the perception of the counselor's role (professional and subprofessional duties) among role definers such as administrators/superintendents, principals, counselors, teachers, parents, and students (Glenn, 1988; Hentsch, 1996; Orhungur, 1985; Ostwald, 1988; Saeedpour, 1986; Stalling, 1991; Stevenson, 1990).

6. There is a gross underutilization of the school counselor in secondary-school reform (Cooper, 1993; Moore, 1997).

7. The counseling profession experiences inadequate graduate preparation and lack of professionalization (Cooper, 1993).

8. Secondary-school counselors experience dissatisfaction with the time allotted to more important professional counseling tasks such as student counseling (Rivera-Negron, 1979; Stevenson, 1990).

9. Several sources of job satisfaction among secondary-school counselors are given such as: achievement, recognition, and work itself (Page, 1980); training and abilities (Salazar, 1981); tenure, gender, and school level (Morgan, 1987); training, moral development, feelings of high support from school board/legislature, and higher conceptual levels (Halverson, 1999); and clinical peer supervision (Crutchfield, 1995).

In light of the wide plethora of roles and functions assigned to counselors, there is a definite need for narrower focus and greater consensus on counselor roles and, consequently, higher levels of counselor performance and job satisfaction. There is a definite need for more communication among counselor role-definers about the importance of the counselor's role in the school system in general and in the secondary school in particular (Hentsch, 1996; Saeedpour, 1986; Stickel, 1988). There is a need also to remove the counselor from the periphery onto center stage of the educational process and educational reform (Topor, 1997).

As far as I am aware, no studies have been done for Trinidad and Tobago on perceptions of the role of the secondary school-counselor. Therefore, there is a need for such a study. The present study seeks to fill that void in the research literature on counselor education for Trinidad and Tobago.

CHAPTER III

METHODOLOGY

Purpose of the Study

The primary purpose of this study was to identify and clearly articulate the perceptions held by counselors, principals, teachers, and students about the role of secondary-school counselors in Trinidad and Tobago. It was expected that proper identification and clearly articulated perceptions of counselors' role by counselors themselves as well as principals, teachers, and students would both facilitate and maximize the possibilities of uniformly defining and standardizing the counselor's role in secondary schools in Trinidad and Tobago. The study also sought to establish the relationship between counselors' role perception and counselors' job satisfaction, as well as to determine the relationship of certain selected demographic variables and counselors' job satisfaction.

Research Design

This research was a descriptive study employing survey methodology which examined the following research issues: the difference between counselors, principals, teachers, and students in their perception of counselors' role; the relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role; and the possible relationship between selected demographic variables (such as

gender, age, ethnicity, marital status, level of education, and job experience) and job satisfaction. The study involved the administration of two research questionnaires that have been used for quite similar purposes as those intended by the present researcher. The research instruments were administered to selected groups of secondary-school counselors, secondary-school principals, secondary-school teachers, and secondary-school students. The two research instruments were: the Counselor Function Inventory, developed by Shumake and Oelke (1967) and modified by Moore (1997); and the Minnesota Satisfaction Questionnaire, developed by the University of Minnesota. (see Appendix B). Some preliminary demographic data were collected from each respondent about such items as: age, gender, ethnic background, level of education, number of years on the job, and marital status.

Sampling

Thirty-five secondary-school counselors were surveyed. This number represents about 90% of the secondary-school counselor population in Trinidad and Tobago. The counselors were asked to complete the two research questionnaires: the Counselor Function Inventory and the Minnesota Satisfaction Questionnaire. Thirty-five principals along with 100 teachers and 200 students from 18 schools (representing about 75% of the schools that retain resident counselors) were contacted. Fifteen schools responded. Principals, teachers, and students were asked to complete the Counselor Function Inventory. The study utilized secondary-school listings for Trinidad and Tobago to determine representative numbers from the seven counseling districts, selecting 2 or 3 schools from each district based on

number of schools per district.

Procedure

I worked along with the Guidance Unit of the Trinidad and Tobago Ministry of Education in order to secure research permission. The Guidance Unit Director met with the counselors (guidance officers) at one of his regular monthly meetings, briefed them on the study, and instructed them about filling out the questionnaires. Each counselor present received a research packet, which included two questionnaires, a consent form, a cover letter, and a form requesting demographic information.

After preliminary information was given and demographic information received, the proctor administered the following research instruments: The Counselor Function Inventory (30 minutes) and the Minnesota Satisfaction Questionnaire (5 minutes). When the participants completed the questionnaires (about 35 minutes were allowed for this exercise), the questionnaires were returned to the proctor, who placed them into a special envelope for the researcher. Absent counselors were subsequently contacted, briefed, and administered the research questionnaires under similar conditions.

With the authorization of the Ministry of Education, through the Guidance Unit, 13 public schools (with resident counselors) were selected to administer the Counselor Function Inventory. Through the Guidance Unit, contact was made with secondary-school principals who were briefed on the study. Five private schools were also contacted and their principals briefed. I surveyed these private schools. I trained two proctors, who administered the Counselor Function Inventory to principals, teachers, and students at the public schools.

Principals enlisted the teachers from third forms, fifth forms, or sixth forms (where applicable). The principals also randomly selected the number of students from a listing (about 10%) of the senior class or classes of each selected school. The selectees (teachers and students) were then asked to participate in the study.

Each respondent received a packet which included the questionnaire (Counselor Function Inventory), a consent form, a cover letter, and a form requesting demographic information. After preliminary information was given and demographic information recorded, the proctor instructed the respondents on how to fill out the questionnaire (Counselor Function Inventory), administered it (about 30 minutes were allowed for this activity), placed the questionnaire into a special envelope, then mailed it to the researcher. Ministry personnel had a vested interest in the results of the study and this was manifested in the level of support they provided. The Director of the Guidance Unit acted on behalf of The Ministry of Education to conduct the study on August 2, 2000. The research questionnaires were administered to counselors, principals, teachers, and students of the public schools between November 2000 and January 2001. Those for the private secondary schools were completed in August 2000.

Instrumentation

The Counselor Function Inventory

The Counselor Function Inventory was developed by Shumake and Oelke (1967) and updated in 1982 by Moore (1997). This instrument has been used in studies such as "A Study of Counselor Role Expectations and Priorities as Perceived by Five Major Groups of

Role Determiners" (Burris, 1983) and "Identification and Comparison of Role Expectations, Role Conceptions, and Role Performances to Clarify the Role of the High School Counselor" (Stevenson, 1990). The Counselor Function Inventory was constructed to study the major service areas of the counseling program in terms of level of responsibility and participation on the part of the school counselor (Shumake & Oelke, 1967). The aim of the instrument was, and still is, to study selected counselor functions in certain specified contexts in the secondary-school setting.

The Counselor Function Inventory (CFI) was designed to cover seven areas of counselor services: placement, counseling, follow-up, orientation, student data, information, and miscellaneous. It is a 77-item scale with a 5-point, forced-choice, Likert format, that allows the respondents to designate the level at which a function is or should be performed. Respondents were asked to record their appropriate rating of the role or function using the following criteria for columns A (does) and B (should).

1=does/should perform this function.

2=does/should have primary responsibility for this function.

3=does/should share with other groups in planning/performing this function.

4=does/should serve as a consultant for this function.

5=does not /should not have direct responsibility for this function.

One represents a high level of functioning or responsibility and 5 represents a low level of functioning or responsibility.

The design of the instrument, the possible responses used, the wording of the items, and the content of the items individually and collectively are the major factors in

determining validity, as confirmed by the Evaluation of CFI study (Shumake & Oelke, 1967). The test-retest method was used with two groups to demonstrate the reliability of the responses to the CFI, according to Shumake and Oelke (1967). The Spearman rank order correlation was used to compute the reliability in view of the nature of the responses. The rank order correlation for the two administrations of the CFI (test-retest) to the school counselors was .96 and to the school administrators, was .94.

The Minnesota Satisfaction Questionnaire

In a research study described in an article entitled "Role Perception and Job Satisfaction among Public Secondary School Counselors of Puerto Rico," Rivera-Negron (1979) used the Minnesota Satisfaction Questionnaire to study levels of satisfaction among counselors in secondary schools in Puerto Rico. As an outgrowth of ongoing research studies in vocational rehabilitation (The Work Adjustment Project) begun in 1957, the Vocational Psychology Research Department (Industrial Relations Center) at the University of Minnesota developed the Minnesota Satisfaction Questionnaire. The questionnaire has two forms: the short version of 20 items and the long version of 100 items. The short form of the questionnaire was the form of choice for the present research, because it lends itself readily for easy administration and scoring, while retaining high levels of reliability and validity (see Appendix B).

The Minnesota Satisfaction Questionnaire measures satisfaction within several different aspects of the work environment. The measure of job satisfaction provides one concrete quality outcome measure against which the effectiveness of counselors and/or specific counseling techniques can be evaluated. It also enables the individual counselor to

gauge his or her effectiveness in assisting clients to find jobs which take account of their individual needs (Weiss, Davis, England, & Lofquist, 1967). The most meaningful scores to use in interpreting the MSQ are the percentile scores for each scale obtained from the most appropriate norm group for the individual, according to Weiss and others (1967). A percentile score of 75 or higher would represent a high degree of satisfaction; a percentile score of 25 or lower represents a low level of satisfaction; and scores in the middle range of percentiles indicate average satisfaction.

The developers of the instrument give the time allowance for administering the instrument as: 15-20 minutes for the long version and 5 minutes for the short version. The instrument is easy to read (5^{th}-grade reading level); meets the accepted standards for reliability; and shows evidence of validity (Weiss et al., 1967). Median reliability coefficients were .86 for Intrinsic Satisfaction, .80 for Extrinsic Satisfaction, and .90 for General Satisfaction. Much of the evidence supporting validity for the Minnesota Satisfaction Questionnaire comes from construct validity studies of the Minnesota Importance Questionnaire based on the Theory of Work Adjustment. Other evidence is available from two sources: (1) studies of occupational group differences and (2) studies of the relationship between satisfaction and satisfactoriness, as specified by the Theory of Work Adjustment (Weiss et al., 1967).

Null Hypotheses

The following null hypotheses were tested:

1. There is no significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in placement services.

2. There is no significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in placement services.

3. There is no significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in counseling services.

4. There is no significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in counseling services.

5. There is no significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in follow-up services.

6. There is no significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in follow-up services.

7. There is no significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in orientation services.

8. There is no significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in orientation services.

9. There is no significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in student data services.

10. There is no significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in student data services.

11. There is no significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in information services.

12. There is no significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in information services.

13. There is no significant difference between counselors, principals, teachers, and students in their perceptions of actual counselors' role in miscellaneous services.

14. There is no significant difference between counselors, principals, teachers, and students in their perceptions of ideal counselors' role in miscellaneous services.

15. There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in placement services.

16. There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in counseling services.

17. There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in follow-up services.

18. There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in orientation services.

19. There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in student data services.

20. There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in information services.

21. There is no significant relationship between counselors job satisfaction and counselors' discrepancy in their perception of actual and ideal role in miscellaneous services.

Treatment and Analysis of Data

Subject scores on the two instruments were determined and analyzed. The two research instruments were: the Counselor Function Inventory and the Minnesota Satisfaction

Questionnaire. The scores from the Counselor Function Inventory indicated the perceptions of counselors, principals, teachers, and students about counselors' role in actual and ideal counselor services as well as the discrepancy in perception of actual and ideal role. These scores indicated similarities or differences in role perception held by counselors, principals, teachers, and students. The scores from the Minnesota Satisfaction Questionnaire indicated the level and variation of satisfaction experienced by counselors. The data were analyzed using descriptive statistics, one-way ANOVA, and correlation analysis to test the research hypotheses. The mean for each group or category score was compared for significant difference at the .05 level.

Summary

This chapter presented the research methodology and described the type of research, the population surveyed, the research design, and the research instruments used. The research procedures were also described, and the statistical analysis to test the null hypotheses was indicated. The next chapter presents and analyzes the data.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Chapter 4 presents the research data in the forms of tabulation and analysis of the distributions of raw data obtained from the research instruments. This chapter is divided into the following sections: (1) demographic data; (2) results from the testing of the 21 null hypotheses through one-way ANOVA (including post hoc analysis) and Pearson correlation; (3) a summary statement on hypotheses; and (4) levels of job satisfaction.

Demographic Data

Survey questionnaires were sent to 370 subjects consisting of 35 counselors, 35 principals, 100 teachers, and 200 students. Returns were received from 26 counselors. The subjects of this study comprised 295 respondents, of which 26 (8.8%) were counselors 31 (10.5%) were principals; 87 (29.5%) were teachers, and 151 (51.2%) were students. The return rate was 79.7% for all research respondents, with group rates of 74% for counselors; 88% for principals; 87% for teachers, and 75% for students. Table 1 presents a summary of the surveys sent and returned for the various groups of research respondents.

Of the 26 counselors, 5 (19.2%) were females and 21 (80.8%) were males; 15 (57.8%) had B.A. or B.S. degrees, and 11 (42.3%) had M.A.'s or M.S.'s; 6 (23.1%) were East Indians, 14 (53.8%) were Blacks, and 6 (23.1%) were of mixed races; 9 (34.6%)

worked in junior secondary schools, 13 (50%) worked in senior secondary schools, and 4 (15.4%) worked in comprehensive schools; 22 (84.6%) worked with the Government

TABLE 1

RESPONSE RATE OF SURVEYS

Respondent	Survey Sent	Survey Returned	% Returned	Total % Returned
Counselor	35	26	74	8.8
Principal	35	31	88	10.5
Teacher	100	87	87	29.5
Student	200	151	75	51.2
Total	370	295	80	100.0

Board, 2 (7.6%) worked with the Seventh-day Adventist Board, and 1 (3.9%) each worked with the Islamic and Hindu Boards. Of this number, 7 (26.9%) were single, 15 (57.7%) were married, and 4 (15.4%) were divorced; 3 (11.5%) had worked at their jobs 1-4 years, 7 (26.9%) had worked 5-9 years, 10 (38.5%) had worked 10-14 years, and 6 (23.1%) had worked 15-19 years. Table 2 presents these findings to facilitate easy referencing.

Of the 31 principals, 20 (64.5%) were females and 11 (35.5%) were males; 14 (45.2%) had B.A. or B.S. degrees, 16 (51.6%) had M.A.'s or M.S.'s, and 1 (3.2%) had a Teacher Certificate; 15 (48.48%) were East Indians, 13 (41.9%) were Blacks, and 3 (9.7%) were of mixed races; 6 (19.4%) worked in junior secondary schools, 21 (67.7%) worked in senior secondary schools, and 4 (12.9%) worked in comprehensive schools; 27 (87.1%)

TABLE 2

SUMMARY OF DEMOGRAPHICS FOR COUNSELORS

Variable	*N*	Percentage
Gender		
Male	21	80.8
Female	5	19.2
Total	26	100.0
Education		
Bachelors	15	57.7
Masters	11	42.3
Total	26	100.0
Ethnicity		
East Indians	6	23.1
Blacks	14	53.8
Mixed Races	6	23.1
Total	26	100.0
School Type		
Junior Secondary	9	34.6
Senior Secondary	13	50.0
Senior Comp.	4	15.4
Total	26	100.0
School Board		
Government	22	84.6
SDA	2	7.6
Islamic	1	3.9
Hindu	1	3.9
Total	26	100.0
Marital Status		
Single	7	26.9
Married	15	57.7
Divorced	4	15.4
Total	26	100.0
Work Experience (years)		
1-4	3	11.5
5-9	7	26.9
10-14	10	58.5
15-19	6	23.1
Total	26	100.0

worked with the Government Board, 2 (6.5%) worked with the Seventh-day Adventist Board, and 1 (3.2%) each worked with the Islamic and Hindu Boards. Of this number, 3 (9.7%) were single, 26 (83.9%) were married, and 2 (6.5%) were divorced; 1 (3.2%) had worked at the job 1-4 years, 16 (51.6%) had worked 5-9 years, 9 (29.0%) had worked 10-14 years, 4 (12.9%) had worked 15-19 years, and 1 (3.2%) had worked 20 or more years. Table 3 presents these findings to facilitate easy referencing.

Of the 87 teacher respondents, 35 (40.2%) were females and 52 (59.8%) were males; 11 (12.6%) had Teacher Certificates, 61 (70.1%) had B.S.'s or B.S.'s, and 15 (17.2%) had M.A.'s or M.S.'s; 30 (34.5%) were East Indians, 40 (46.0%) were Blacks, and 17 (19.5%) were of mixed races; 35 (40.2%) worked in junior secondary schools, 26 (29.9%) worked in senior secondary schools, and 26 (29.9%) worked in comprehensive schools; 72 (82.8%) worked with the Government Board, 7 (8.0%) worked with the Seventh-day Adventist Board, 5 (5.7%) worked with the Hindu Board, and 3 (3.4%) worked with the Islamic board. Of this number, 23 (26.4%) were single, 59 (67.8%) were married, and 5 (5.7%) were divorced; 11 (12.6%) had worked at the job 1-4 years, 16 (18.4%) had worked 5-9 years, 23 (26.4%) had worked 10-14 years, 15 (17.2%) had worked 15-19 years, 16 (18.4%) had worked 20-24 years, and 6 (6.9%) had worked 25 or more years. Table 4 presents these findings to facilitate easy referencing.

Of the 151 student respondents, 58 (38.4%) were females and 93 (61.6%) were males; 49 (32.4%) were in form 3, 70 (46.4%) were in form 5, and 32 (21.2%) were in form 6; 60 (39.7%) were East Indians, 50 (33.1%) were Blacks, 1 (0.7%) was White, 1 (0.7%) was Chinese, and 39 (25.8%) were of mixed races; 47 (31.1%) attended junior

TABLE 3

SUMMARY OF DEMOGRAPHICS FOR PRINCIPALS

Variable	*N*	Percentage
Gender		
Male	20	64.5
Female	11	35.5
Total	31	100.0
Education		
Teacher Certificate	1	3.2
Bachelors	14	45.2
Masters	16	51.6
Total	31	100.0
Ethnicity		
East Indians	15	48.4
Blacks	13	41.9
Mixed Races	3	19.7
Total	31	100.0
School Type		
Junior Secondary	6	19.4
Senior Secondary	21	67.7
Senior Comp.	4	12.9
Total	31	100.0
School Board		
Government	27	87.1
SDA	2	6.5
Islamic	1	3.2
Hindu	1	3.2
Total	31	100.0
Marital Status		
Single	3	9.7
Married	26	83.9
Divorced	2	6.5
Total	31	100.0
Work Experience (Years)		
1-4	11	3.5
5-9	16	51.6
10-14	9	29.0
15-19	4	12.9
20/more	1	3.2
Total	31	100.0

TABLE 4

SUMMARY OF DEMOGRAPHICS FOR TEACHERS

Variable	*N*	*Percentage*
Gender		
Male	52	59.8
Female	35	40.2
Total	87	100.0
Education		
Teacher Certificate	11	12.7
Bachelors	61	70.1
Masters	15	17.2
Total	87	100.0
Ethnicity		
East Indians	30	34.5
Blacks	40	46.0
Mixed Races	17	19.5
Total	87	100.0
School Type		
Junior Secondary	35	40.2
Senior Secondary	26	67.7
Senior Comp.	26	12.9
Total	87	100.0
School Board		
Government	72	82.8
SDA	7	8.0
Islamic	3	3.5
Hindu	5	5.7
Total	87	100.0
Marital Status		
Single	23	26.4
Married	59	67.8
Divorced	5	5.8
Total	87	100.0
Work Experience (years)		
1-4	11	12.7
5-9	16	18.4
10-14	23	26.4
15-19	15	17.2
20 to 24	16	18.4
25/more	6	6.9
Total	87	100.0

secondary schools, 66 (43.7%) attended senior secondary schools, and 38 (25.2%) attended comprehensive schools; 120 (79.5%) belonged to the Government Board, 14 (9.3%) belonged to the Seventh-day Adventist Board, 10 (6.6%) belonged to the Hindu board, and 7 (4.6%) belonged to the Islamic Board. Of this number, all 151 (100%) were single, and their age ranges were as follows: 9 (6%) were between 12 and 14 years, 115 (76.2%) were between 15 and 17 years, and 27 (17.9%) were between 18 and 20 years. The male/female ratio in this respondent group seems a bit unusual and unexpected, mainly because it does not seem to reflect either the general population or the secondary-school population. But the male/female ratio of the senior classes was not disclosed nor was the male/female ratio of those who volunteered to participate in the study or who returned the completed questionnaire disclosed. Table 5 presents these findings to facilitate easy referencing.

Testing the Null Hypotheses

Null Hypothesis 1: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' role in **actual placement services**.

The null hypothesis was rejected ($F3,291=5.44$, $p=.001$). There was a significant difference between counselors, principals, teachers, and students in their perceptions of counselors' actual role in placement services. Table 6 summarizes the results of the one-way ANOVA.

TABLE 5

SUMMARY OF DEMOGRAPHICS FOR STUDENTS

Variable	*N*	Percentage
Gender		
Male	93	61.6
Female	58	38.4
Total	151	100.0
Education		
Teacher Certificate	49	32.4
Bachelors	70	46.4
Masters	32	21.2
Total	151	100.0
Ethnicity		
East Indians	60	39.7
Blacks	50	33.1
White	1	0.7
Chinese	1	0.7
Mixed Races	39	25.8
Total	151	100.0
School Type		
Junior Secondary	47	31.1
Senior Secondary	66	43.7
Senior Comp.	38	25.2
Total	151	100.0
School Board		
Government	120	79.5
SDA	14	9.3
Islamic	7	4.6
Hindu	10	6.6
Total	151	100.0
Marital Status		
Single	151	100.0
Married	0	000.0
Divorced	0	000.0
Total	151	100.0
Age Ranges		
12-14	9	6.0
15-17	115	76.1
18-20	27	17.9
Total	151	100.0

TABLE 6

ANOVA TABLE: RESPONDENT PERCEPTION OF ACTUAL PLACEMENT SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	885.720	3	295.240	5.437	.001
Within Groups	15800.741	291	54.298		
Total	16686.461	294			

Post-hoc analysis reveals that teachers differed significantly from counselors in their perceptions of counselors' role in actual placement services (t=3.64, p=.002). Students also differed significantly from counselors in their perceptions of counselors' role in actual placement services (t=2.997, p=.014). With a range of scores from 10-50, the mean scores for the groups of respondents were 33.23 (counselors); 32.26 (teachers); and 32.26 (students). However, there was no significant difference between counselors and principals, principals and teachers, principals and students, or teachers and students in their perceptions of counselors' actual role in placement services. The mean and standard deviation scores seem to indicate that these paired groups tended to have similar perceptions of counselors' actual role in these counselor services. Principals and counselors tended to perceive counselors' actual role in placement services in more similar than dissimilar ways. This could also be said for teachers and students, principals and students, as well as teachers and principals. Table 7 presents a summary of the post hoc analysis of responses for the various groups of respondents and indicates (with asterisks)

groups that differed significantly from each other.

TABLE 7

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON ACTUAL PLACEMENT SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor			**	*	26	33.23	10.13
Principal					31	35.45	8.85
Teacher					87	39.23	7.00
Student					151	37.92	6.67
Total					295	37.63	7.53

Note. C=counselor; P=principal; T=teacher; S=student.
* = significant difference (.05). * * = significant difference (.01).

Null Hypothesis 2: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **ideal role in placement services.**

The null hypothesis was rejected (F (3,291)=6.02, p=.001. There was a significant difference between counselors, principals, teachers, and students in their perceptions of counselors' ideal role in placement services. Table 8 summarizes the results of the one-way ANOVA.

Post-hoc analysis showed that teachers differed significantly from students in their perceptions of counselors' ideal placement services (t=3.784, p=001). With a range of scores from 10-50, the mean scores for the different groups of respondents

TABLE 8

ANOVA TABLE: RESPONDENT PERCEPTION OF IDEAL PLACEMENT SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	787.743	3	262.581	6.020	.001
Within Groups	12691.938	291	43.615		
Total	13479.681	294			

were: 32.39 (counselors), 31.61 (principals); 32.26 (teachers); and 32.26 (students). However, there were no significant differences between counselors and principals, counselors and teachers, counselors and students, principals and teachers, and principals and students in their perceptions of counselors' ideal role in placement services. The mean and standard deviation scores seem to indicate that those paired groups tended to have similar perceptions of counselors' ideal role. Table 9 presents a summary of the post hoc analysis of responses for the various groups of respondents and indicates (with asterisks) the groups that differed significantly from each other.

Null Hypothesis 3: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **actual role in counseling services.**

The null hypothesis was rejected ($F(3,291)=4.85$, $p=.003$). There was a significant difference between counselors, principals, teachers, and students in their perception of counselors' actual role in counseling services. Table 10 summarizes the results of the one-way ANOVA.

TABLE 9

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON IDEAL PLACEMENT SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor					26	32.39	7.08
Principal					31	31.61	7.89
Teacher				**	87	32.26	7.21
Student					151	23.90	5.83
Total					295	30.49	6.77

Note. C = counselor; P = principal; T = teacher; S = student.
** = significant difference (.01).

TABLE 10

ANOVA TABLE: RESPONDENT PERCEPTION OF ACTUAL COUNSELING SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	1144.001	3	381.334	4.847	.003
Within Groups	22891.895	291	78.667		
Total	24035.986	294			

Post-hoc analysis revealed that teachers differed significantly from counselors in their perceptions of counselors' actual role in counseling services (t=3.541, p=.002). Students also differed significantly from counselors in their perceptions of counselors' role in actual counseling services (t=3.567, p=.004). The data indicated, however, that

there was no significant difference between counselors and principals, principals and teachers, principals and students, or teachers and students in their perceptions of counselors' actual role in counseling services. With a range of scores from 11-55, the mean scores for the different respondent groups were: 24.23 (counselors); 28.32 (principals); 31.53 (teachers); and 30.60 (students). The mean and standard deviation scores seem to indicate that those paired groups tended to have similar perceptions of counselors' actual role in these counselor services. Counselors and principals tended to perceive counselors' actual role in counseling services in more similar than dissimilar ways, as did teachers and students, principals and students, as well as teachers' and principals. This is clearly shown in the data. Table 11 presents a summary of the post hoc analysis of responses for the various groups of respondents and indicates (with asterisks) the groups that differed significantly from each other.

Null Hypothesis 4: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **ideal role in counseling services.**

The null hypothesis was retained ($F(3,291)=.64$, $p=.593$). According to the information derived from this study, the perceptions held by counselors, principals, teachers, and students about counselors' role in these services were more similar than dissimilar. Table 12 summarizes the results of the one-way ANOVA.

TABLE 11

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON ACTUAL COUNSEL SERVICES, SAMPLE SIZES, MEANS, AND, STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor			**	**	26	24.23	9.09
Principal					31	28.32	9.77
Teacher					87	31.53	10.29
Student					151	30.60	7.92
Total					295	29.99	9.04

Note. C = counselor; P = principal; T = teacher; S = student.
** = significant difference (.01).

TABLE 12

ANOVA TABLE: RESPONDENT PERCEPTION OF IDEAL COUNSELING SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	70.656	3	23.552	.635	.593
Within Groups	10801.331	291	37.118		
Total	10871.986	294			

The range of scores on this scale was 11-55. The mean scores for the different respondent groups were: 28.89 (counselors); 22.55 (principals); 21.91 (teachers); and 22.51 (students). The mean and standard deviation scores supported the one-way

ANOVA results and demonstrated that counselors and principals, teachers, and students tended to have similar perceptions of counselors' role in ideal counseling services. Table 13 presents a summary of the post hoc analysis of respondents and indicates by the absence of asterisks that the groups did not differ significantly from each other.

TABLE 13

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON IDEAL COUNSELING SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor					26	28.89	5.26
Principal					31	22.55	7.43
Teacher					87	21.91	6.77
Student					151	22.51	5.48
Total					295	22.19	6.08

Note. C = counselor; P = principal; T = teacher; S = student.

Null Hypothesis 5: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **actual role in follow-up services.**

The null hypothesis was rejected (F (3,291)=6.20, p=.000). There was a significant difference between counselors, principals, teachers, and students in their perception of counselors' actual role in follow-up services. Table 14 summarizes the results of the one-way ANOVA.

TABLE 14

ANOVA TABLE: RESPONDENT PERCEPTION OF ACTUAL FOLLOW-UP SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	1279.645	3	426.552	6.201	.000
Within Groups	20016.952	291	68.787		
Total	21296.597	294			

Post-hoc analysis revealed that teachers differed significantly from counselors in their perceptions of counselors' actual role in follow-up services (t=3.637, p=.002). Students differed significantly from counselors in their perceptions of counselors' actual role in follow-up services (t=3.283, p=.006). Principals also differed significantly from teachers in their perceptions of counselors' actual role in follow-up services (t=2.733, p=.031). The range of scores on this scale was 11-55. The mean scores for the different respondent groups were: 33.04 (counselors); 35.03 (principals); 39.78 (teachers); and 38.82 (students). However, there was no significant difference between counselors and principals, principals and students, or teachers and students in their perception of counselors' actual role in follow-up services. The mean and standard deviation scores indicate that those paired groups tended to have similar perceptions of counselors' actual role in follow-up services. According to information derived from this study, principals and counselors tended to perceive counselors' actual role in follow-up services in more similar than dissimilar ways. This statement could also be made for teachers and students as well as for principals and students. Table 15 presents a summary of the post hoc

analysis of responses for the various groups of respondents and indicates (with asterisks) the groups that differed significantly from each other.

TABLE 15

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON ACTUAL FOLLOW-UP SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor			**	**	26	33.04	9.81
Principal			*		31	35.03	8.33
Teacher					87	39.78	8.26
Student					151	38.82	8.03
Total					295	38.20	8.51

Note. C = counselor; P = principal; T = teacher; S = student.
* = significant difference (.05). ** = significant difference (.01).

Null Hypothesis 6: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **ideal role in follow-up services.**

The null hypothesis was retained ($F(3,291=1.61, p=.187$). The data showed that the perceptions held by counselors, principals, teachers, and students about counselors' ideal role in follow-up services were more similar than dissimilar. Table 16 summarizes the results of the one-way ANOVA.

TABLE 16

ANOVA TABLE: RESPONDENT PERCEPTION OF IDEAL FOLLOW-UP SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	241.000	3	80.333	1.609	.187
Within Groups	14530.105	291	49.932		
Total	14771.105	294			

With a range of scores from 11-55, the mean scores for the different groups of respondents were: 26.69 (counselors); 27.00 (principals); 29.39 (teachers); and 27.88 (students). The mean and standard deviation scores illustrate the one-way ANOVA results and also indicate that counselors, principals, teachers, and students tended to have similar perceptions of counselors' ideal role in follow-up services. Table 17 presents a summary of the post-hoc analysis of responses for the various groups of respondents and indicates by the absence of asterisks that the groups did not differ significantly from each other.

Null Hypothesis 7: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **actual role in orientation services.**

The null hypothesis was rejected ($F(3,291)=7.18, p=.000$). There was a significant difference between counselors, principals, teachers, and students in their perception of counselors' actual role in orientation services. Table 18 summarizes the results of the one-way ANOVA.

TABLE 17

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON IDEAL FOLLOW-UP SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor					26	26.69	9.42
Principal					31	27.00	8.50
Teacher					87	29.39	7.64
Student					151	27.88	5.84
Total					295	28.13	7.09

Note. C = counselor; P = principal; T = teacher; S = student.

TABLE 18

ANOVA TABLE: RESPONDENT PERCEPTION OF ACTUAL ORIENTATION SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	935.788	3	313.929	7.184	.000
Within Groups	12635.860	291	43.422		
Total	13571.647	294			

Post-hoc analysis revealed that teachers differed significantly from counselors in their perceptions of counselors' actual role in orientation services (t=3.869, p=.001). Students also differed significantly from counselors in their perceptions of counselors' actual role in orientation services (t=3.769, p=.001). Principals differed significantly from teachers in their perceptions of counselors' actual role in orientation services

(t=2.694, p=.036). With a range of scores from 8-40 the mean scores for the different groups of respondents were: 24.69 (counselors); 26.68 (principals); 30.39 (teachers); and 29.97 (students). However, there was no significant difference between counselors and principals, principals and students, or teachers and students in their perception of counselors' actual role in orientation services. The mean and standard deviation scores indicated that those paired groups tended to have similar perceptions of counselors' actual role in those services. Table 19 presents a summary of the post hoc analysis of responses for the various groups of respondents and indicates (with asterisks) the groups that differed significantly from each other.

TABLE 19

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON ACTUAL ORIENTATION SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor			***	***	26	24.69	7.86
Principal			*		31	26.68	6.96
Teacher					87	30.39	7.57
Student					151	29.97	5.63
Total					295	29.28	6.79

Note. C = counselor; P = principal; T = teacher; S = student.
* = significant difference (.05). *** = significant difference (.001).

Null Hypothesis 8: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **ideal role in**

orientation services.

The null hypothesis was retained ($F(3,290)=1.62$ $p=.184$). The data showed that the perceptions held by counselors, principals, teacher's, and students about counselors' role in these services were more similar than dissimilar. Table 20 gives a summary of the results of the one-way ANOVA.

TABLE 20

ANOVA TABLE: RESPONDENT PERCEPTION OF IDEAL ORIENTATION SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	152.408	3	50.803	1.624	.184
Within Groups	9070.531	291	31.278		
Total	9222.939	294			

With a range of scores from 8-40, the mean scores for the different groups of respondents were: 22.00 (counselors); 21.07 (principals); 23.26 (teachers); and 23.22 (students). The mean and standard deviation scores supported the one-way ANOVA results and also indicated that counselors, principals, teachers, and students tended to have similar perceptions of counselors' ideal role in orientation services. Table 21 presents a summary of the post-hoc analysis of responses for the various groups of respondents and indicates by the absence of asterisks that the groups did not differ significantly from each other.

TABLE 21

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON IDEAL ORIENTATION SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor					26	22.00	5.98
Principal					31	21.07	6.68
Teacher					87	23.26	5.84
Student					151	23.22	5.12
Total					295	22.90	5.61

Note. C = counselor; P = principal; T = teacher; S = student.

Null Hypothesis 9: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **actual role in student data services.**

The null hypothesis was rejected (F (3,291)=7.95, p=.000). There was a significant difference between counselors, principals, teachers, and students in their actual perception of counselors' role in student data services. Table 22 summarizes the results of the one-way ANOVA.

Post-hoc analysis showed that teachers differed significantly from counselors in their perceptions of counselors' actual role in student data services (t=4.094, p=.000). Students also differed significantly from counselors in their perceptions of counselors' role in these services (t=3.981, p=.000). Teachers differed significantly from principals (t=2.807, p=.026) and students also differed significantly from principals in their

TABLE 22

ANOVA TABLE: RESPONDENT PERCEPTION OF ACTUAL STUDENT DATA SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	1816.804	3	605.601	7.949	.000
Within Groups	22168.938	291	76.182		
Total	23985.742	294			

perception of counselors' actual role in student data services (t=2.625, p=.043). The range of scores on this scale was 12-60. The mean scores for the various respondent groups were: 36.46 (counselors); 39.32 (principals); 44.45 (teachers); and 43.84 (students). However, there were no significant differences between counselors and principals, or teachers and students in their perception of counselors' actual role in student data services. The mean and standard deviation scores indicated that those paired groups tended to have similar perceptions of counselors' actual role in student data services. Table 23 presents a summary of the post hoc analysis of responses for the various groups of respondents and indicates (with asterisks) the groups that differed significantly from each other.

Null Hypothesis 10: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **ideal role in student data services.**

The null hypothesis was retained (F(3,291)=1.23, p=.300). The data showed that the perceptions held by counselors, principals, teachers, and students about

TABLE 23

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON ACTUAL STUDENT DATA SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor			***	***	26	36.46	11.17
Principal			*	*	31	39.32	9.81
Teacher					87	44.45	9.79
Student					151	43.84	7.27
Total					295	42.90	9.03

Note. C = counselor; P = principal; T = teacher; S = student.
* = significant difference (.05). *** = significant difference (.001).

counselors' role in these services were more similar than dissimilar. Table 24 summarizes the results of the one-way ANOVA.

The range of scores on this scale was 12-60. The mean scores for the various respondent groups were: 33.00 (counselors); 31.10 (principals); 33.70 (teachers); and 33.75 (students). The mean and standard deviation scores support the one-way ANOVA results and indicate that counselors, principals, teachers, and students tended to have similar perceptions of counselors' ideal role in student data services. Table 25 presents a summary of the post hoc analysis of responses for the various groups of respondents and indicates by the absence of asterisks that the groups did not differ significantly from each other.

TABLE 24

ANOVA TABLE: RESPONDENT PERCEPTION OF IDEAL STUDENT DATA SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	194.793	3	64.931	1.227	.300
Within Groups	15397.377	291	52.912		
Total	15592.169	294			

TABLE 25

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON IDEAL STUDENT DATA SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor					26	33.00	8.05
Principal					31	31.10	10.99
Teacher					87	33.70	7.09
Student					151	33.75	6.24
Total					295	33.39	7.28

Note. C = counselor; P = principal; T = teacher; S = student.

Null Hypothesis 11: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **actual role in information services.**

The null hypothesis was rejected ($F(3,291)= 16.00, p = .000$). There was a

significant difference between counselors, principals, teachers, and students in their actual perception of counselors' actual role in information services. Table 26 summarizes the results of the one-way ANOVA.

TABLE 26

ANOVA TABLE: RESPONDENT PERCEPTION OF ACTUAL INFORMATION SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	4737.338	3	1579.113	16.004	.000
Within Groups	28713.524	291	98.672		
Total	33450.861	294			

Post-hoc analysis revealed that principals differed significantly from counselors in their perceptions of counselors' actual role in information services (t=3.299, p=.005), as did teachers (t=6.436, p= .000) and students (t=6.244, p=.000). Teachers also differed significantly from principals in their perceptions of counselors' actual role in information services (t=2.683, p=.037). With a range of scores from 14-70, the mean scores for the different groups of respondents were as follows: 34.96 (counselors); 43.68 (principals); 49.25 (teachers); 48.13 (students). However, there was no significant difference between principals and students, or teachers and students in their perception of counselors' actual role in information services. The mean and standard deviation scores indicated that those paired groups tended to have similar perceptions of counselors' actual role in information services. Table 27 presents a summary of the post

hoc analysis of responses for the various groups of respondents and indicates (with asterisks) the groups that differed significantly from each other.

TABLE 27

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON ACTUAL INFORMATION SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor		*	***	***	26	34.96	12.17
Principal			*		31	43.68	11.60
Teacher					87	49.25	11.09
Student					151	48.13	8.38
Total					295	46.83	10.67

Note. C = counselor; P = principal; T = teacher; S = student.
* = significant difference (.05). *** = significant difference (.001).

Null Hypothesis 12: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **ideal role in information services.**

The null hypothesis was retained ($F(3.291)=.615$; $p=.615$). The data indicated that the perceptions held by counselors, principals, teachers, and students about counselors' role in these services were more similar than dissimilar. Table 28 summarizes the results of the one-way ANOVA.

With a range of scores from 14-70, the mean scores for different groups of respondents were as follows: 34.27 (counselors), 35.48 (principals), 36.47 (teachers),

TABLE 28

ANOVA TABLE: RESPONDENT PERCEPTION OF IDEAL INFORMATION SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	137.001	3	45.667	.601	.615
Within Groups	22094.708	291	75.927		
Total	22231.708	294			

and 35.18 (students). The mean and standard deviation scores support the one-way ANOVA results and indicate that counselors, principals, teachers, and students tended to have similar perceptions of counselors' ideal role in information services. Table 29 presents a summary of the post hoc analysis of responses for the various groups of respondents and indicates by the absence of asterisks that the groups did not differ significantly from each other.

TABLE 29

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON IDEAL INFORMATION SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor					26	34.27	11.15
Principal					31	35.48	11.84
Teacher					87	36.47	9.35
Student					151	35.18	6.10
Total					295	35.51	8.70

Note. C = counselor; P = principal; T = teacher; S = student.

Null Hypothesis 13: There is no significant difference between counselors, principals, teachers, and students in their actual perceptions of counselors' actual role in miscellaneous services

The null hypothesis was retained ($F(3,290=2.05, p=.107$). The perceptions held by counselors, principals, teachers, and students about counselors' role in these services were more similar than dissimilar. Table 30 summarizes the results of the one-way ANOVA.

TABLE 30

ANOVA TABLE: RESPONDENT PERCEPTION OF ACTUAL MISCELLANEOUS SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	482.960	3	160.987	2.049	.107
Within Groups	22863.176	291	78.568		
Total	23346.136	294			

The range of scores on this scale was 11-55. The mean scores for the different respondent groups were as follows: 38.04 (counselors); 37.29 (principals); 41.35 (teachers); and 39.82 (students). The mean and standard deviation scores supported the one-way ANOVA results and also indicated that counselors, principals, teachers, and students tended to have similar perceptions of counselors' actual role in miscellaneous services. Table 31 presents a summary of the post hoc analysis of responses for the various groups of respondents and indicates by the absence of asterisks that the groups did not differ significantly from each other.

TABLE 31

POST- HOC ANALYSIS OF PAIRED DIFFERENCES ON ACTUAL MISCELLANEOUS SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor					26	38.04	11.35
Principal					31	37.29	10.22
Teacher					87	41.35	9.30
Student					151	39.82	7.78
Total					295	39.85	8.91

Note. C = counselor; P = principal; T = teacher; S = student.

Null Hypothesis 14: There is no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **ideal role in miscellaneous services.**

The null hypothesis was rejected ($F(3,291)=7.16$, $p=.000$). There was a significant difference between counselors, principals, teachers, and students in their perception of counselors' ideal role in miscellaneous services. Table 32 summarizes the results of the one-way ANOVA.

Post-hoc analysis revealed that principals differed significantly from counselors in their perceptions of counselors' ideal role in miscellaneous services ($t=3.732$, $p=.001$) as did students ($t=3.418$, $p=.004$), and students differed significantly from teachers ($t=2.724$, $p=.033$). Principals also differed significantly from teachers in their perceptions of counselors' ideal role in miscellaneous services ($t=3.027$, $p=.013$). The

TABLE 32

ANOVA TABLE: RESPONDENT PERCEPTION OF IDEAL MISCELLANEOUS SERVICES

	SS	*df*	*MS*	*F*	Sig.
Between Groups	142.699	3	380.900	7.159	.000
Within Groups	15483.213	291	53.207		
Total	16625.912	294			

range of scores on this scale was 11-55. The mean scores for the different respondent groups were as follows: 37.89 (counselors), 30.65 (principals), 35.26 (teachers), and 32.59 (students). However, there were no significant differences between counselors and teachers, or principals and students in their perceptions of counselors' ideal role in miscellaneous services. The mean and standard deviation scores indicated that these . paired groups tended to have similar perceptions of counselors' ideal role in miscellaneous services. Table 33 presents a summary of the post hoc analysis of responses for the various groups of respondents and indicates (with asterisks) the groups that differed significantly from each other.

Table 34 presents a summary of scale measures of the various groups of respondents for hypotheses 1 to 14. N represents the number of items in a scale. The scales are 5-point Likert scales from 1 to 5, with 3 representing the midpoint of the scales. The minimum, mid-point, and maximum for each scale were calculated from the product of *N* and 1, 3, and 5, respectively. The actual means could be compared with the theoretical means (midpoint) to indicate the direction of each response.

TABLE 33

POST-HOC ANALYSIS OF PAIRED DIFFERENCES ON IDEAL MISCELLANEOUS SERVICES, SAMPLE SIZES, MEANS, AND STANDARD DEVIATIONS

Respondent	C	P	T	S	*N*	Mean	*SD*
Counselor		**		**	26	37.89	11.15
Principal			*		31	30.65	1.41
Teacher				*	87	35.26	7.03
Student					151	32.59	7.13
Total					295	33.64	7.52

Note. C = counselor; P = principal; T = teacher; S = student.
* = significant difference (.05). ** = significant difference (.01).

Null Hypothesis 15: There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of **actual and ideal role in placement services.**

The null hypothesis was rejected ($r(26)=.390$, $p=.049$). There was a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in placement services.

Null Hypothesis 16: There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of **actual and ideal role in counseling services.**

The null hypothesis was retained ($r(26)=.241$, $p=.236$). These data indicated that the discrepancy between counselors' perception of actual and ideal role in counseling services was not significantly related to counselors' job satisfaction. Counselors enjoyed

job satisfaction in spite of the discrepancy in perceptions between their actual and ideal roles.

TABLE 34

SUMMARY OF SCALE MEASURES

Scale	*N*	Min. Possible	Max. Possible	Mid-Point	Actual Min.	Actual Max.	Actual Mean
Placement A	10	10	50	30	14.00	50.00	37.63
Placement I	10	10	50	30	14.00	46.00	30.48
Counseling A	11	11	55	33	11.00	53.00	30.48
Counseling I	11	11	55	33	11.00	43.00	22.19
Follow-up A	11	11	55	33	11.00	55.00	38.20
Follow-up I	11	11	55	33	11.00	54.00	28.13
Orientation A	8	8	40	24	9.00	40.00	29.28
Orientation I	8	8	40	24	8.00	40.00	22.90
Student Data A	12	12	60	36	14.00	60.00	42.89
Student Data I	12	12	60	36	12.00	60.00	33.39
Information A	14	14	70	42	19.00	70.00	46.83
Information I	14	14	70	42	15.00	63.00	35.51
Miscellaneous A	11	11	55	33	13.00	55.00	38.85
Miscellaneous I	11	11	55	33	11.00	54.00	33.64

Note. A = Actual (role); I = Ideal (role).

Null Hypothesis 17: There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of **actual and ideal role in**

follow-up services.

The null hypothesis was rejected ($r(26)=.427$, $p=.030$). Therefore, there was a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in follow-up services. The data indicated that counselor job satisfaction is positively correlated with counselors' discrepancy in their perception of actual and ideal role in follow-up services.

Null Hypothesis 18: There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of **actual and ideal role in orientation services.**

The null hypothesis was retained ($r(26)=.188$, $p=.358$). These data indicated that the discrepancy between counselors' perception of actual and ideal role in orientation services did not seriously affect counselors' job satisfaction. Counselors experienced job satisfaction in spite of the discrepancy in their perceptions between their actual and ideal roles.

Null Hypothesis 19: There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of **actual and ideal role in student data services.**

The null hypothesis was retained ($r(26)=.384$, $p=.053$). These data indicated that the discrepancy between counselors' perception of actual and ideal role in student data services did not significantly influence counselors' job satisfaction. Counselors enjoyed job satisfaction in spite of the discrepancy in their perceptions between their actual and ideal roles.

Null Hypothesis 20: There is no significant relationship between counselors' job

satisfaction and counselors' discrepancy in their perception of **actual and ideal role in information services.**

The null hypothesis was retained ($r(26)=.330$; $p=.099$). These data indicated that the discrepancy between counselors' perception of actual and ideal role in information services did not significantly affect counselors' job satisfaction. Counselors experienced job satisfaction in spite of the discrepancy in their perceptions between their actual and ideal roles.

Null Hypothesis 21: There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of **actual and ideal role in miscellaneous services.**

The null hypothesis was retained ($r(26)=.113$; $p=.582$). The data indicated that the discrepancy between counselors' perception of actual and ideal role in miscellaneous services did not significantly influence counselors' job satisfaction.

Summary Statement on Null Hypotheses

Null Hypotheses 1-14

The 21 hypotheses were divided into two distinct sections (1-14 and 15-21) for convenience as well as for logical purposes because the first section (1-14) addressed similar issues of 'counselor services,' and the second section (15-21) addressed similar issues of relationships between counselors' job satisfaction and counselors' discrepancy in perception.

The research results showed significant perception differences for null hypotheses 1, 2, 3, 5, 7, 9, 11, and 14.

Counselors showed significant perception differences about counselors' role from students (null hypotheses1, 3, 5, 7, 9, 11, and 14); teachers (null hypotheses1, 3, 5, 7, 9, and 11); and principals (null hypotheses 11 and 14). Principals showed significant perception differences about counselors' role from counselors (null hypotheses 11 and 14); teachers (null hypotheses 5, 7, 9, 11, and 14); and students (null hypothesis 9). Teachers showed significant perception differences about counselors' role from counselors (null hypotheses: 1, 3, 5, 7, 9, and 11); principals (null hypotheses 5, 7, 9, 11, and 14); and students (null hypotheses 2 and 14). Students showed significant perception differences about counselors' role from counselors (null hypotheses 1, 3, 5, 7, 9, 11, and 14); principals (null hypothesis 9); and teachers (null hypotheses 2 and 14).

Table 35 shows the ANOVA output or summary of the results, and Figure 1 presents an illustration of those results supporting the one-way ANOVA output.

Null Hypotheses 15-21

The research results showed that in two instances (null hypotheses 15 and 17) out of seven there were significant relationships between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in counselor services. In five instances (null hypotheses 16, 18, 19, 20, and 21) there was no significant correlations between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in counselor services. In both instances (when discrepancy between perception of actual and ideal role had significant relationships with job satisfaction and when it did not) other factors seemed to play an important role in job satisfaction. Table 36 summarizes the research results.

TABLE 35

ANOVA: SUMMARY OF PERCEPTION DIFFERENCES

		SS	*df*	*MS*	*F*	Sig.
Placement Scale A	Between Groups	885.720	3	295.240	5.437	.001
	Within Groups	15800.741	291	54.298		
	Total	16686.461	294			
Placement Scale I	Between Groups	787.743	3	262.581	6.020	.001
	Within Groups	12691.938	291	43.615		
	Total	13479.681	294			
Counseling Scale A	Between Groups	1144.001	3	381.334	4.847	.003
	Within Groups	22891.331	291	78.667		
	Total	24035.986	294			
Counseling Scale I	Between Groups	70.656	3	23.552	.635	.593
	Within Groups	10801.331	291	37.118		
	Total	10871.986	294			
Follow up Scale A	Between Groups	1279.645	3	426.548	6.201	.000
	Within Groups	20016.952	291	68.787		
	Total	21296.597	294			
Followup Scale I	Between Groups	241.000	3	80.333	1.609	.187
	Within Groups	14530.105	291	49.932		
	Total	14771.105	294			
Orientation Scale A	Between Groups	935.788	3	311.929	7.184	.000
	Within Groups	12635.860	291	43.422		
	Total	13571.647	294			
Orientation Scale I	Between Groups	152.408	3	50.803	1.624	.184
	Within Groups	9070.531	290	31.278		
	Total	9222.939	293			
Student Data Scale A	Between Groups	1816.804	3	605.601	7.989	.00
	Within Groups	22168.938	291	76.182		
	Total	23985.742	294			
Student Data Scale I	Between Groups	194.793	3	64.931	1.227	.300
	Within Groups	15397.377	291	52.912		
	Total	15592.169	294			
Information Scale A	Between Groups	4737.338	3	1579.113	16.004	.000
	Within Groups	28713.524	291	98.672		
	Total	33450.861	294			
Information Scale I	Between Groups	137.001	3	45.667	.601	.615
	Within Groups	22094.708	291	75.927		
	Total	22231.708	294			
Miscellaneous Scale A	Between Groups	482.960	3	160.987	1.049	.107
	Within Groups	22863.176	291	78.568		
	Total	23346.136	294			
Miscellaneous Scale B	Between Groups	1142.699	3	380.900	7.159	.000
	Within Groups	15483.213	291	53.207		
	Total	16625.912	294			

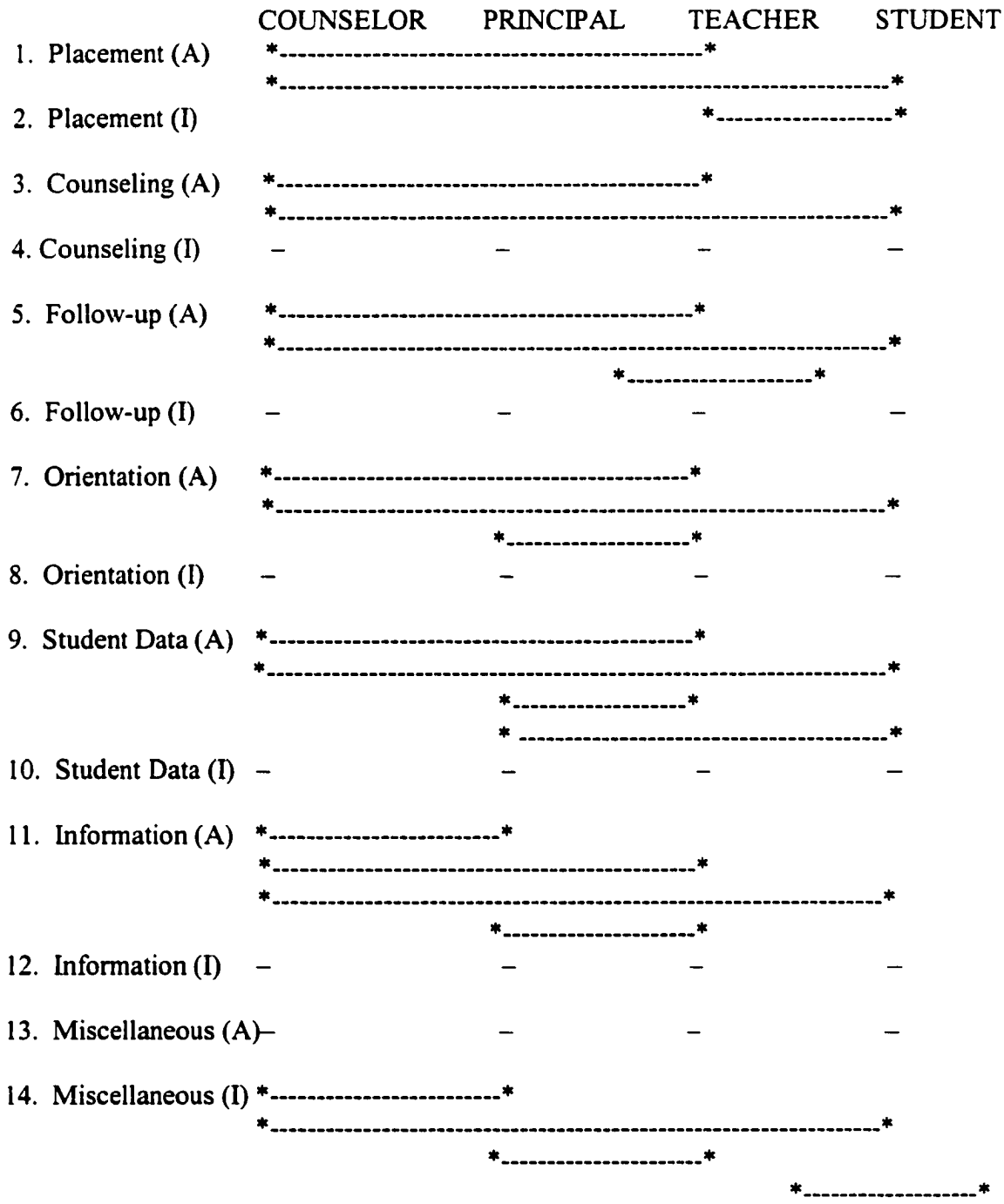

Fig. 1. Significant perception differences.
(A) = Actual; (I) = Ideal. *----------* = significant difference between two groups of respondents. ------ = no significant differences between groups.

TABLE 36

CORRELATION: JOB SATISFACTION AND ROLE DISCREPANCY

	Discrepancy on Placement	Discrepancy on Counsel	Discrepancy on Follow-up	Discrepancy on Orientation	Discrepancy on Student Data	Discrepancy on Information	Discrepancy on Misc.
Pearson *r*	.390	.241	.427	.188	.384	.330	.113
Sig. (2-tail)	.049	.236	.030	.358	.053	.099	.582
N	26	26	26	26	26	26	26

Unlike the current study, the Rivera-Negron study (1979), done in Puerto Rico, found significant negative correlations between discrepancy in perception of actual and ideal roles and job satisfaction generally. Puerto Rican counselors also expressed higher levels of satisfaction with intrinsic aspects rather than extrinsic aspects of their work.

Levels of Job Satisfaction

All the counselors surveyed showed a relatively high level of job satisfaction. With possible scores ranging from 20 to 100 (each survey question had five options: 1, 2, 3, 4, or 5) on the 20-item Minnesota Satisfaction Questionnaire (short version), 26 respondents in this study registered a minimum score of 64 and a maximum score of 86. The mean was 71.96 with a standard deviation of 5.57. Tables 37 and 38 give summaries of the distribution of satisfaction scores. The results of the study showed that there were definitely no significantly dissatisfied respondents; 73% of the respondents were satisfied with their jobs; and 27% of them were very satisfied with their jobs. The study showed that 100% of the respondents surveyed were satisfied or very satisfied with their jobs as counselors in the secondary schools of Trinidad and Tobago.

TABLE 37

RESPONDENT PERCEPTION OF JOB SATISFACTION

N	Actual Min. Score	Actual Max. Score	Mean	*SD*
26	64.00	86.00	71.96	5.57

Table 37 shows the range of satisfaction scores (minimum scores and maximum scores) with the average level of satisfaction score and standard deviation score. Table 38 shows the scores (level of satisfaction) for all 26 respondents with the frequencies for those scores. The current study showed high levels of job satisfaction recorded by secondary-school counselors of Trinidad and Tobago.

TABLE 38

RESPONDENT SCORES FOR JOB SATISFACTION

Valid	Frequency	Valid %	Cumulative %
64.00	1	3.8	3.8
66.00	4	15.4	19.2
67.00	1	3.8	23.1
68.00	1	3.8	26.9
69.00	1	3.8	30.8
70.00	4	15.4	46.2
71.00	5	19.2	65.4
72.00	1	3.8	69.2
73.00	1	3.8	73.1
77.00	2	7.7	80.8
78.00	1	3.8	84.6
79.00	1	3.8	88.5
80.00	1	3.8	92.3
82.00	1	3.8	96.2
86.00	1	3.8	100.0
Total	26	100.0	

The final section examined how counselor job satisfaction was impacted by counselor discrepancy in counselors' perception of role in counselor services.

The data show the relationship between counselors' job satisfaction and counselors' discrepancy in perception of actual and ideal role in counselors' services. There was a significant relationship between counselors' job satisfaction and counselors' discrepancy in perception of actual and ideal role in two (placement services; follow-up services) of the seven services.

Figure 2 illustrates the relationship between job satisfaction and counselor services.

JOB SATISFACTION AND COUNSELOR SERVICES

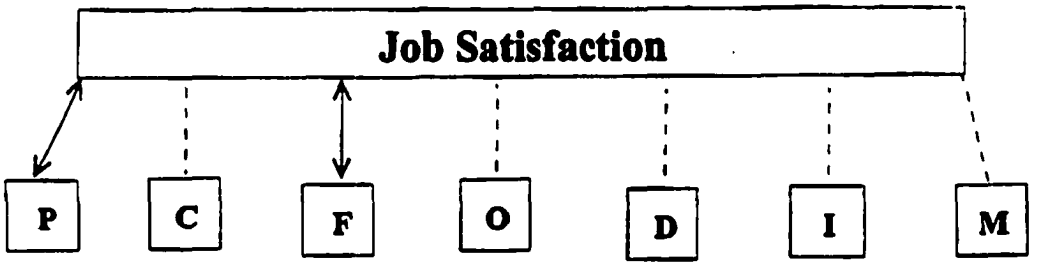

Fig. 2. Job satisfaction and counselor services.

Demographic Variables and Job Satisfaction

No significant relationships were found between job satisfaction and counselors' age, gender, marital status, ethnicity, academic qualifications, or years of experience. The sample size of the respondent groups may have accounted for that outcome. Significantly

higher levels of job satisfaction, however, were registered for counselors in private schools than those in government schools (F=26.66, p=.000). With a range of scores from 64-86, the mean scores for government and private schools were 70.27 (government) and 81.25 (private).

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents a summary of the study, and discusses the results, conclusions, and recommendations. The rationale for the study stemmed from the following suppositions: (1) There was a significant difference between counselors, principals, teachers, and students, in the way they perceive counselors' actual and ideal roles in the secondary schools of Trinidad and Tobago; and (2) there was a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in counselor services.

Summary

The summary of this study includes: (1) purpose of the study; (2) significance of the study; (3) overview of related literature; (4) population and sampling; (5) instrumentation and methodology; and (6) discussions, conclusions, and recommendations.

Purpose of the Study

The primary purpose of the study was to clearly articulate the perceptions held by

counselors, principals, teachers, and students about the role of secondary-school counselors in Trinidad and Tobago. This study sought to provide empirical information about counselor roles that could help in defining and standardizing the counselor's role in Trinidad and Tobago secondary schools. A secondary purpose of the study was to investigate the relationship between counselor role perception and counselor job satisfaction. It was my hope that the study would also sharpen the awareness of the relevant questions about the counselor's role in the secondary schools in Trinidad and Tobago and, by extension, the immediate environs of the Caribbean region.

Significance of the Study

This study was important for several reasons:

First, it was the first empirical study of the role of the secondary-school counselor in Trinidad and Tobago.

Second, it was the first study that sought to distinguish between counselors, principals, teachers, and students in their perceptions of the counselors' ideal and actual roles.

Third, it could bring to the attention of Ministry of Education personnel (Trinidad and Tobago) the importance of the counselors' role in the secondary schools of Trinidad and Tobago.

Fourth, it could promote better understanding of the secondary-school counselors' role and provide support for increased communication among counselors' role-definers.

Fifth, it could enable the educational planners of Trinidad and Tobago to be better

informed about counseling/guidance programming.

Sixth, its results could serve to encourage educational planners in the Caribbean region to work toward a uniform job description for secondary-school counselors.

Seventh, its results could provide information that would facilitate bridging the gap between the ideal and the actual role of secondary school counselors.

Literature Overview

The literature overview for this study focused on those aspects of the school counselor's role (especially that of the secondary-school counselor) that were most pertinent to this study. The areas covered were: the history of the counselor's role, the counselor's core functions, professional standards and requirements, counselors' role perceptions, counselors' job satisfaction, and a summary highlighting the core issues facing professional counselors.

School counseling refers both to the profession and the program of services established and maintained by counselors in schools (Schmidt, 1993). The term covers remedial relationships, one-on-one relationships, as well as a wide range of services and activities chosen to help people prevent disabling events, focus on their overall development, and resolve existing problematic situations (Nugent, 1990). School counseling is sometimes used synonymously with personnel services or guidance services. School counseling, however, is more broad-based than guidance activities. The American School Counselor Association (1999) has listed the essential services of school counseling such as: counseling large group guidance, consultation, and coordination.

Nugent (1994) mentioned two specific problems that secondary-school counselors faced. First, secondary-school counselors were less successful in establishing professional services in the secondary schools than their counterparts in the elementary schools and colleges. This was so because secondary-school counselors were burdened with personnel, administrative, and clerical tasks or functions that often took precedence over counseling and guidance activities. Second (and of more recent origin), secondary-school counselors, in many schools, were spending much more time as crisis mediators or interventionists. Because adequate, supportive mental-health services were generally lacking in the schools or in the communities, secondary-school counselors, because of their training, were expected to intervene and deal with ever-increasing numbers of crises. This activity greatly reduced the time counselors had available for regular student counseling.

Baker (1996) stated that current conditions demanded a balanced approach to school counseling. He described a balanced school counseling program as one in which importance is attributed equally to prevention and intervention goals. The following eight functions, according to Baker, constituted the essentials of a balanced secondary-school counseling program: counseling, curriculum programming, consulting, referral and coordination, information, transition enhancement, assessment, and accountability.

Phillips (1971) stated that the following ideal roles represented the consensus of American school counselors: planning and implementing of guidance and curriculum; helping students understand and find their place in social-psychological settings; playing a key role in student evaluation; information services expert; community affairs

consultant; placement services expert; family consultant; teachers and administration consultant; student needs analyst; and public relations activist. ASCA (1999) has stated that professional counselors are responsible for developing comprehensive school counseling programs that provide and enhance learning, and provide interventions within a comprehensive program for direct services to students, staff, and families. In the delivery of direct services, the American School Counselor Association recommended that professional school counselors spend at least 70% of their time in direct services to students.

In Trinidad and Tobago, the guidance program serves as the instrument for the implementation of developmental activities in the secondary-school. Its objectives are: (1) to assist in the all-round development of students; (2) to increase the accuracy of the students' perceptions of self and the world in which they live and function; (3) to provide a bridge between school and home and community; (4) to prepare students for the world of work; and (5) to empower students to manage their personal/social problems (Williams, 1999b).

The research literature about the role of the counselor in the secondary-school setting tends to emphasize some salient issues, as follows:

1. The nature and scope of the counselor's role developed over a long period of time and is still evolving.

2. There is generally a lack of congruity between actual and ideal counselor role concepts of the secondary-school counselor (Orshiro, 1981).

3. The counselor's role within the public school system is to help secondary-

school students decide about their values, lifestyle, and career (Baldwin, 1981).

4. The role and function of the secondary-school guidance counselor have changed focus over the years (Kingston, 1982).

5. The role of the secondary-school counselor is unclear and needs clarification in order to ensure more effective delivery of counselor services (Stevenson, 1990).

6. There is a lack of consensus in the perception of the counselor's role (professional and subprofessional duties) among role-definers such as administrators/superintendents, principals, counselors, teachers, parents, and students (Glenn, 1988; Hentsch, 1996; Orhungur, 1985; Ostwald, 1988; Saeedpour, 1986; Stalling, 1991; Stevenson, 1990).

7. There is a gross underutilization of the school counselor in secondary-school reform (Cooper, 1993; Moore, 1997).

8. The counseling profession experiences inadequate graduate preparation and lack of professionalization (Cooper, 1993).

9. Secondary-school counselors experience dissatisfaction with the time allotted to more important counseling tasks such as student counseling (Rivera-Negron, 1979; Stevenson, 1990).

10. Several sources of job satisfaction among secondary-school counselors are given as follows: achievement, recognition, and work itself (Page, 1980); training and abilities (Salazar, 1981); tenure, gender, and school level (Morgan, 1987); training, moral development, feelings of high support from school board/legislature, and higher conceptual levels (Halverson, 1999); and clinical peer supervision (Crutchfield, 1995).

There is need for greater consensus on the definition and scope of the counselor's role, for higher levels of performance, and job satisfaction. There is need also for greater emphasis on the importance of the counselor's role in secondary-schools.

Population and Sample

The subjects for the present study consisted of 26 counselors, 31 principals, 87 teachers, and 151 students from 15 schools. A random sample of 370 subjects from 18 schools (about 90% of the schools with resident counselors) was selected and contacted:35 counselors, 35 principals, 100 teachers, and 200 students. The study was directed towards secondary-schools which retained resident counselors. Subjects from 15 schools responded. The final response rates were as follows: for counselors, 74%; for principals, 88%; for teachers, 87%; and for students, 75%. The overall number of respondents was 295.

Instrumentation

This study utilized two research instruments. The Counselor Function Inventory (CFI) was developed by the student-professor team of Shumake and Oelke (1967). The instrument was constructed to study what the developers considered the major service areas of the counseling program in terms of level of responsibility and participation by the school counselor (see Appendix B). The CFI was designed to cover seven areas of counselor services: placement, counseling, follow-up, orientation, student data, information, and miscellaneous services. It is a 77-item scale with a 5-point, forced-choice, Likert format, that allows the respondents to designate the level at which a function is or should be performed. The design of the instrument, the possible responses

used, the wording of the items, and the content of the items individually and collectively are the major factors in determining validity, as confirmed by the evaluation of CFI (Shumake & Oelke, 1967). The test-retest method was used with two groups to verify the reliability of responses. Spearman rank order correlation was used to compute the reliability. The rank order correlation for the two administrations of the CFI (test-retest) to the school counselors was .96, and for the school administrators, it was .94.

The Minnesota Satisfaction Questionnaire was developed as an outgrowth of ongoing research in vocational rehabilitation (The Work Adjustment Project) begun in 1957 in the Vocational Psychology Research Department at the University of Minnesota. The questionnaire has two forms: the long version of 100 items and the short version of 20 items. This research utilized the short version. The Minnesota Satisfaction Questionnaire measures satisfaction with several aspects of the work environment. The measure of job satisfaction enables the counselor to gauge his (her) effectiveness in assisting clients to find jobs that take into account their individual needs (Weiss et al., 1967). A percentile score of 75 or higher represents a high degree of satisfaction; a percentile score of 25 or lower represents a low level of satisfaction; and scores in the middle range represent average satisfaction. The instrument meets the accepted standards for reliability and shows evidence of validity according to Weiss et. al., (1967).

Methodology

This study utilized survey research methodology to investigate: (1) the counselors' role perceptions held by counselors, principals, teachers, and students; and (2) the

relationships between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in counselor services. Descriptive statistics were used to present and analyze the data pertaining to counselor services and demographic information. Percentages, means, and standard deviations were computed to analyze counselor services. One-way ANOVA was used to analyze the differences between counselors' role-definers for specified counselor services (such as placement services, counselor services, and follow-up services). Pearson's correlation coefficient was used to examine the relationships between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in counselor services. One-way ANOVA was used to identify significant differences between counselors, principals, teachers, and students in their perceptions of counselors' actual and ideal role. The Tukey test was used as a post-hoc analysis to identify pairwise differences in the perceptions of counselors' role.

Discussion, Conclusions, and Recommendations

Discussion

This section of the study presents the results of hypothesis testing, followed by an overall statement as to the direction of the perceptions of the respondents, a brief comparative statement about actual and ideal roles (after each ideal role), and some statements about possible justification for the perceptions of the respondents. Conclusions drawn from this study regarding the hypotheses are discussed in this section. The level of significance for testing the hypotheses was set at .05.

Hypothesis 1: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **actual role in placement services** in the secondary-schools of Trinidad and Tobago.

This hypothesis was rejected. There was a significant difference between counselors, principals, teachers, and students in their perceptions of counselors' actual role in placement services. This finding was in general agreement with the research reviewed in the study of the literature (Barry, 1984; Dwyer, 1979; Lee, 1980; Williams, 1982).

The Summary of Scale Measures for all groups of respondents shows that the respondents tended to perceive the counselors' actual role as that of consultants (for placement services) in their level of functioning at the secondary-schools of Trinidad and Tobago.

Counselors are the dispensers and students are the recipients of these services, while teachers serve as the main contact between counselors and students. Counselors, however, differed significantly from teachers and students in their perceptions of the counselors' actual role in placement services. In this setting, one would expect an easy flow of communication among these role-definers. The wide gap in understanding of the counselors' role in these services, among these respondent groups, however, seems to suggest a need for better communication about these services and/or better use of them by the students who need them. It is reasonable to believe that the sharing of information, including information about counselors' actual role in placement services among these role-definers, is necessary in order to establish and maintain an integrated secondary-

school system. I observed that there was very little information shared between teachers and students about the available facilities or opportunities through placement services and a lack of attempt to change that situation. Teachers tended to be occupied with their assigned subjects and students generally were not concerned about such a matter until the need arose. It seems that it is the counselor's responsibility to take the information about placement services to teachers and students so that with proper information their views can shift to a position closer to that of the counselors. In some instances, however, Trinidad and Tobago counselors themselves needed to be better informed about placement opportunities. Furthermore, their workload with basic student needs (to keep them functional in school) usually occupied too much of their time, leaving them little time for other duties, including updating themselves on placement services.

Hypothesis 2: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **ideal role in placement services** in the secondary-schools of Trinidad and Tobago.

This hypothesis was rejected. There was a significant difference between counselors, principals, teachers, and students in their perceptions of counselors' ideal role in placement services. This finding was in general agreement with the research reviewed in the study of the literature (Dwyer, 1979; Orhunger, 1985; Saeedpour, 1986; Williams, 1982).

Respondents tended to think that counselors should share with other groups in planning and performing this function (placement services), but should not necessarily have sole responsibility for the function. They viewed counselors as functioning at a

lower level than they should. On a scale of 1 to 5 (1 being high and 5 being a low level of functioning), respondents perceived counselors as performing at level 4 (consulting) in placement services. These respondents indicated that counselors should be functioning at level 2 (taking primary responsibility) for these services. Respondents seemed to think that counselors should become more active participants in these services because it would appear that counselors are best placed professionally to coordinate such services.

The differences in perceptions of counselors' ideal role in placement services tended to be greatest between teachers and students. Teachers are in the habit of communicating with students and should have little difficulty communicating with students their perceptions about these services. The fact is, however, that much of the communication taking place between teachers and students is a one-way affair, in which teachers talk and students listen. There needs to be more two-way dialogue between teachers and students about placement services. When this happens between these two groups of role-definers, their perceptions would be better understood by each other and become closer to each other. As in the case of previous studies (Saeedpour, 1986; Williams, 1982), this study emphasized the need for communication among role-definers in order to arrive at consensus on acceptable role definition for secondary-school counselors. Teachers should take some initiative to become better informed about placement services and placement opportunities. Better informed teachers are better positioned to help students in developing clear perceptions of these services and in using them.

Hypothesis 3: There is no significant difference between counselors, principals,

teachers, and students in their perception of counselors' **actual role in counseling services** in the secondary-schools of Trinidad and Tobago.

The hypothesis was rejected. There was a significant difference between counselors, principals, teachers, and students in their perceptions of counselors' actual role in counseling services. This finding was in general agreement with the research reviewed in the study of the literature (Dwyer, 1979; Harris, 1986; Lee, 1980; Ostwald, 1988).

The data show that respondents tended to perceive counselors as having primary responsibility for counseling services, although they may not personally perform the function. It is interesting that respondents perceived counselors as having primary responsibility and not as sole responsibility for this function. The problem of the counselor/student ratio most likely has informed this perception, since it is impossible for counselors to service student counseling needs personally.

Again, the study showed wide variations in perceptions of counselors' actual role in counseling services. And as in the Lee study (1980), the results in this study showed that the perceptions of what the counselors were doing were very different for students and counselors. This may have been so because students tended to view with less importance the role that counselors play in students' lives as less important than counselors do. A factor that may contribute to the shaping of the students' perceptions of the counseling services is the fact that the counseling office is usually associated with student discipline. Because of this, it is sometimes viewed by students as a place to be avoided, even by the students who need these services most. I have been informed that

students' perceptions of these services were influenced by the belief that individuals who utilized counseling services were mentally unbalanced. Mental health counseling is still in its infancy in Trinidad and Tobago society, and it has not yet been able to get the populace to understand that a visit to the counselor does not necessarily indicate that the client has a mental problem (is going crazy). Some students come from religious homes in which the practice of psychology is still taboo, viewed as atheistically secular, and something to be avoided.

In order for maximum use to be made of these counseling services, it will take the concerted effort of all involved in the secondary-school system. But in order for that to happen, those involved must develop common perspectives informed by appropriate information. The Trinidad and Tobago Guidance Unit has the task of developing information programs about the availability and importance of the counseling services in secondary-schools. These programs can help in eradicating this problem.

Hypothesis 4: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **ideal role in counseling services** in the secondary-schools of Trinidad and Tobago.

The hypothesis was retained. There was no significant difference among respondents on counselors' ideal role in counseling services. This finding agreed with the research reviewed in the study of the literature (Barry, 1984; Dethlefsen, 1988; Glenn, 1988).

The data indicate that respondents tended to perceive that counselors should personally perform this function (counseling services). Respondents tended to accord a

higher level of functioning to counselors, and whereas this may be a fine ideal, the reality of the situation in Trinidad and Tobago makes this quite impossible, given the workload of secondary-school counselors.

In agreement with the studies of Dethlefsen (1988) and Glen (1988), there was a high level of congruency in the ideal role and functions of counselors in the perception of role definers (counselors, principals, teachers, and students). The role-definers all agreed that the counseling-service role of counselors was crucial, although that position was radically different from what they perceived and would allow for counselors' actual role in these services. This seems to be a clear illustration of the wide gap between ideals and reality. This gap between ideals and practice, as shown in the varied perceptions of counseling services, serves to illustrate the contradiction which even professionals would allow between what they ideally perceived as the right thing to do and what they would allow for the sake of convenience. Economic survival and job security were important factors in maintaining that apparent contradiction. Trinidad and Tobago is a small economy with a small number of professional jobs. Unemployment is a constant problem and people tend to hold on to their jobs at all cost. Furthermore, the custom in that society is that employees tend to work at one job for their entire working life. Holding a government job is also treated as something very special in that society. Suffering some inconveniences in order to keep one's job is a reality in the society.

Hypothesis 5: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **actual role in follow-up services** in the secondary-schools of Trinidad and Tobago.

This hypothesis was rejected. There was a significant difference between counselors, principals, teachers, and students in their perceptions of counselors' actual role in follow-up services. This finding was in general agreement with the research reviewed in the study of the literature (Gottardi, 1983; Stickel, 1988; Williams, 1982; Woodward, 1989).

The actual mean score for respondents indicates that they generally perceived counselors serving as consultants in this function (follow-up services) in the secondary-schools of Trinidad and Tobago.

The lack of consensus about counselors' actual role in follow-up services could be viewed as a cause as well as a result of poor professional communication among the different groups of respondents. This lack of consensus also highlighted an apparent lack of coordination among the important agencies comprising the secondary-school system, and which must function collaboratively in order to maintain efficiency in the system. In many instances, the various groups of participants in the school system, including the relevant counselors' role-definers, work at their own tasks without ever bothering themselves about what the other groups are doing. For example, the teachers tend to concentrate only on their assigned teaching tasks and do not get involved in much more than that. They consider this as focusing on their own work. Consequently, their perceptions of what the others are doing remain very limited.

In order for follow-up services to work efficiently, there needs to be proper cooperation and coordination among all personnel, including counselors' role-definers. In many instances, secondary-school counselors have neither the facilities, the time, nor the

energy to participate in follow-up services. This situation is usually severely affected by the counselors' work overload. It is amazing how the secondary-school counselors cope with so much work. The counselor-to-student ratio can go as high as 1:1000, compared to what the American School Counselor Association (1999) considers a realistic counselor-to-student ratio for effective program delivery (maximum of 1:250). The secondary-school counselors have their proverbial hands filled. And yet it seems that if other role-definers will ever get a common perspective about the counselors' role in the secondary-schools of Trinidad and Tobago, the initiative should be taken by pivotal role players, of whom the counselors come first.

Hypothesis 6: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **ideal role in follow-up services** in the secondary-schools of Trinidad and Tobago.

The hypothesis was retained. There was no significant difference between counselors, principals, teachers, and students in their perception of counselors' ideal role in follow-up services. This finding is in general accordance with the research reviewed in the study of the literature (Barry, 1984; Glenn, 1988; Woodward, 1989).

The data indicate that respondents tended to perceive that counselors should have primary responsibility for this function (follow-up services), although they may not personally perform the function. Ideally, respondents tended to raise the level of expectation for counselors' performance from what they perceived it to be in practice.

This study indicated that counselors, principals, teachers, and students tended to agree in their perceptions of counselors' ideal role in follow-up services. They all tended

to agree about the importance and function of the counselor's contribution to follow-up services in which the schools sought to or intended to maintain contact with their students. This position reflected a situation in which an ideal was endorsed without subsequent pursuance and personal involvement. Perceptions of the counselors' ideal role in follow-up services tended to remain at the verbal agreement level. Perception and practice remained separated.

Hypothesis 7: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **actual role in orientation services** in the secondary-schools of Trinidad and Tobago.

This hypothesis was rejected. There was a significant difference between counselors, principals, teachers, and students in their perceptions of counselors' actual role in orientation services. This finding was in general agreement with the research reviewed in the study of the literature (Harris, 1986; Ostwald, 1988; Stickel, 1988).

The data indicate that respondents tended to perceive counselors serving as consultants for orientation services. It is interesting that role-definers did not view counselors as performing the leading role in orientation services. This may be due to the fact that in some instances orientation services (more or less the orientation program) in the secondary-school are not organized by the counselor's office, but by a group or committee set up by the vice principal or other appointee of the principal.

This wide variation in perception of counselors' actual role in orientation services among role-definers seemed to emphasize the lack of consensus in role definition, for some measure of standardization of counselors' role, and for more communication about

counselors' role within the secondary-school community. This is based on the assumption that increased awareness will facilitate the chances for more agreement. Orientation services perform a crucial role in student life and are vital for proper student adjustment to the secondary-school system. This widespread disagreement among role-definers in their perceptions of the counselors' role in these services hinted at the possible lack of coordination and cooperation in these services.

I am aware of the fact that in many instances orientation services are not as well developed and coordinated as they can be at many secondary-schools in Trinidad and Tobago. Some programs do not materialize because some personnel wait for others to take the initiative, and there may be shirking of responsibility by others. Some role-definers do not consider orientation programs as very important to the overall school program. It seems to be a matter of perspective. Some people expect things to be done but not by them. A change of perspective seems to be urgently needed here. This situation tends to have very negative effects on students' adjustment in the secondary-schools, and may even follow them into their adult lives.

Hypothesis 8: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **ideal role in orientation services** in the secondary-schools of Trinidad and Tobago.

The hypothesis was retained. There was no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' ideal role in orientation services. This finding was in accordance with the research reviewed in the study of the literature (Barry, 1984; Glenn, 1988; Woodward, 1989).

Data showed that respondents tended to perceive that counselors should have the primary responsibility for this function (orientation services), although they may not personally perform the function. Again we observe that ideally respondent role-definers tended to raise the level of expectation for counselors' performance from what they perceived it to be in practice. Respondents may be suggesting here their desire to have a concerted effort at integrating the orientation services under the leadership of the counselors in secondary-schools.

According to this study, counselors, principals, teachers, and students tended to express similar perceptions about counselors' ideal role in orientation services. All these role-definers accorded a place of importance to counselors in the secondary-school system, and agreed on the limits of the counselors' role in the secondary-school system. They all agreed that counselors were at least well suited to introduce and orient new students to the system and the experience of secondary-school life. Traditionally these services have fallen within the counselors' portfolio. Another factor that may have contributed to this consensus in perception was the fact that role-definers are relieved to have a willing performer of these functions because other more pressing and important responsibilities demanded their time and attention. Neither principals nor teachers tended to consider orientation services as a significant aspect of their professional tasks. Students tended to appreciate the information made available by those services.

Hypothesis 9: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **actual role in student data services** in the secondary-schools of Trinidad and Tobago.

This hypothesis was rejected. There was a significant difference between counselors, principals, teachers, and students in their perception of counselors' actual role of student data services. This finding was in general accordance with the research reviewed in the study of the literature (Dethlefsen, 1988; Ostwald, 1988; Stalling, 1991).

The respondents tended to perceive that counselors performed the role of consultants in student data services. From observation, I noted that different segments of student data services sometimes resided at different locations in the secondary-schools (principal's office, vice principal's office, counselor's office, teacher's desk, etc.), and did not make the rounds of the relevant personnel centers. In many instances, information on student data was not shared or passed on. Coordination in these services could be improved for overall efficiency of the secondary-school program.

The study showed that counselors, principals, teachers, and students were in almost total disagreement (except for counselors and principals) in their perceptions of counselors' actual role in student data services. Data seem to indicate that these respondent groups either possessed different student data or processed the data differently. Data also seem to suggest that there was little communication among these respondent groups about these services. The situation seemed rather chaotic, with all these role-definers thinking and reporting wide disagreement on these crucial services. Student data services involved a wide variety of functions that challenge the best of counselors. Different schools maintained different emphases. Therefore, role-definers at these various sites may have observed different functions in operation.

Student data services represent a very important aspect of the secondary-school

system and perform a crucial role in any successful secondary-school program. As in the case of orientation services, there was need for some level of consensus in order to maintain efficiency and harmony in the secondary-school system of Trinidad and Tobago. Consensus on definition of counselors' role or on standardization of the role demands more professional communication, cooperation, and coordination. Instead, all these role-definers seemed to think and function independent of each other. Some agency or group needs to take the initiative in reconciling these differing perceptions as the basis for proper coordination and consequent efficiency of student data services.

Hypothesis 10: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **ideal role in student data services** in the secondary-schools of Trinidad and Tobago.

The hypothesis was retained. There was no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' **ideal role in student data services**. This finding was in keeping with research reviewed in the study of the literature (Glenn, 1988; Orhungur, 1985; Stalling, 1991).

The respondents tended to perceive that counselors should perform the role of consultants in this function (student data services). The respondents' expectation for the counselors' performance (ideal role) matched what they perceived counselors to be doing.

Counselors, principals, teachers, and students tended to express very similar perceptions about counselors' ideal role in student data services. Here we observe an apparent contradiction in that all these role-definers expressed similar views about counselors' ideal role, which was different from their perceptions about the counselors'

actual role in student data services. This position followed a general pattern in which respondents tended to demand of counselors a higher level of functioning than the level at which they perceived them as functioning.

Hypothesis 11: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **actual role in information services** in the secondary-schools of Trinidad and Tobago.

The hypothesis was rejected. There was a significant difference between counselors, principals, teachers, and students in their perceptions of counselors' actual role in information services. This finding was in general agreement with the research reviewed in the study of the literature (Dwyer, 1979; Gottardi, 1983; Harris, 1986; Ostwald, 1988).

The data show that the respondents tended to perceive the secondary-school counselors performing the role of consultants in this function (information services). Information services involves many agencies in the secondary-school. Respondents perceived counselors as performing an important role within that network, but not necessarily the leading role.

The study showed that counselors, principals, teachers, and students varied widely in their perceptions of counselors' actual role in information services. The data indicated that these respondent groups were so different in their reported perceptions that there seemed to be little communication among them and a need to harmonize their views in order to arrive at some kind of common understanding of the counselors' role in these services. The situation seems to reflect a lack of system and/or coordination. No two

groups of respondents seemed to possess or process the same body of information. This situation tended to create a certain measure of confusion and resulted in a waste of time and energy in processing rather simple matters. There was a need for role-definers to address their perceptual differences in order to bridge the gap in thinking and to establish the groundwork for any kind of efficiency in the secondary-school system. Information services should be accorded its rightful role, but this will happen only when there is cooperation and coordination among all role definers. Each group needs to take time to efficiently process incoming information, then pass on to the relevant quarters such information that will contribute to an efficient system in the secondary-school.

Hypothesis 12: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **ideal role in information services** in the secondary-schools of Trinidad and Tobago.

This hypothesis was retained. There was no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' ideal role in information services. This finding was in agreement with the research reviewed in the study of the literature (Dwyer, 1979; Gottardi, 1983; Harris, 1986; Ostwald, 1988).

The respondents tended to perceive that secondary-school counselors should be responsible for information services. The respondents tended to have higher expectations for the counselors than they perceived them as performing. This may be so because they view the secondary-school counselors as being the most strategic position professionally to coordinate these important services.

According to this study, counselors, principals, teachers, and students tended to

express similar perceptions about counselors' ideal role in information services. They all tended to view secondary-school counselors as performing the same role, quite different from how they perceived the counselors' actual role. It is quite possible that the two roles (actual and ideal) are quite different and that the role-definers' perceptions reflect their limited exposure to different aspects of the counselors' actual role. Or it might be that there was truly a contradiction between the ideal and the real with regard to counselors' role in information services. Whichever way, role-definers experienced difficulties in relating their perceptions of counselors' ideal and actual role in information services. The respondents all expressed a sense of the importance of proper efficient information services, and they believed that the counselors should be responsible for these services.

Hypothesis 13: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **actual role in miscellaneous services** in the secondary-schools of Trinidad and Tobago.

The hypothesis was retained. There was no significant difference between counselors, principals, teachers, and students in their perceptions of counselors' actual role in miscellaneous services. This finding was not in general accordance with the research reviewed in the study of the literature (Dethlefsen, 1988; Stalling, 1991; Stickel, 1988; Woodward, 1989).

The data indicated that the respondents perceived that the counselors functioned as consultants for miscellaneous services in the secondary-schools of Trinidad and Tobago.

The study showed that counselors, principals, teachers, and students tended to

express similar perceptions about counselors' actual role in miscellaneous services. This finding differed from the literature in the review. This may have been so because all role-definers, including the counselor, had come to accept the practice (conditions) as given. The counselor may have even enjoyed the interactions which these functions facilitated. Given the role secondary-schools perform in developing countries (such as Trinidad and Tobago) and the role each functionary must play in those schools, many miscellaneous tasks may be accepted as part of the burden sharing or responsibility that goes along with development at the level of the school plant. Miscellaneous services tended to include a wide variety of functions in which each school maintained its own peculiar listing. And each group of respondents tended to have its own set of definitions, informed by the school program with which it was associated.

Secondary-school personnel in Trinidad and Tobago apparently are prepared to tolerate many inconveniences that school personnel in other countries, especially in the more developed and affluent ones, may not tolerate. They are determined to work hard and to contribute to national development by way of their professional sacrifices. They are quite often prepared to go beyond the call of duty in terms of time and energy, and sometimes in personal finance. They are happy with the contribution they are making for themselves and for their country. Secondary-school counselors in Trinidad and Tobago have traditionally been expected to perform miscellaneous functions, even if they are not responsible for these services.

Hypothesis 14: There is no significant difference between counselors, principals, teachers, and students in their perception of counselors' **ideal role in miscellaneous**

services in the secondary-schools of Trinidad and Tobago.

This hypothesis was rejected. There was a significant difference between counselors, principals, teachers, and students in their perceptions of counselors' ideal role in miscellaneous services. This finding was in accordance with the research reviewed in the study of the literature (Dethlefsen, 1988; Stalling, 1991; Woodward, 1989).

The data indicate that the respondents tended to perceive that the counselors should share with other groups in planning and performing this function (miscellaneous services).

Again it was observed that the respondents tended to have higher expectations for the counselors than they perceived them as performing. This may have been so because, traditionally, counselors in Trinidad and Tobago secondary-schools are expected to carry and do carry many extra duties, which other role-definers (notably principals and teachers) have no desire to carry. This may have been so because miscellaneous services tended to blend more readily within the counselor's function in the secondary-school.

The study showed significant disagreement among role-definers in their perception of counselors' ideal role in miscellaneous services. With the exception of one other group of services (counselors' ideal placement services), this result was different from the perceptions of counselors' ideal role in all the other counselor services. This wide variation in perceptions reflected the need for consensus in counselor role definition and standardization of role for secondary-school counselors.

The results of this study showed a broad pattern which seemed to agree generally with the review literature. In five of the seven counselor services (counseling services,

follow-up services, orientation services, student data services, and information services) there was congruency in perception of counselors' ideal role among counselors, principals, teachers, and students. But there were significant differences in perceptions of counselors' actual role by these same role-definers. This pattern indicated that it was easier to find agreement about the ideals of the professional role of counselors than it was to find agreement about what was being done at the workplace. It is my view that the demands of the workplace tended to take precedence over the hopes and ideals of the professional counselor and his professional colleagues as well. Whereas they agreed about counselors' ideal role, they found great difficulties to harmonize their concepts on the practical aspects of the counselor's role. This situation seemed to reflect the power that professional survival has over the ideals and intrinsic values of professionals.

Hypothesis 15: There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of **actual and ideal role in placement services.**

The hypothesis was rejected. There was a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in placement services. This finding was in general agreement with the research reviewed in the study of the literature (Halverson, 1999; Handler, 1980; Stevenson, 1990; Stickel, 1988).

The result was in keeping with what would be expected. Working conditions do affect workers' output and job experience. Counselors' discrepancy in their perceptions of actual and ideal role would be expected to have some kind of relationship with their job

satisfaction. It seems reasonable that a lack of perceptual congruency between the real (actual) and ideal would disturb the counselor enough to affect his job satisfaction, and that perceptual congruency between the real and ideal would facilitate job satisfaction.

Hypothesis 16: There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of **actual and ideal role in counseling services**.

The hypothesis was retained. There was no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perceptions of actual and ideal role in counseling services. This finding seemed to be in general accordance with the research reviewed in the study of the literature (Crutchfield, 1995; Morgan, 1987; Page, 1980; Salazar, 1981).

The study showed no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perceptions of actual and ideal role in counseling services. This result was contrary to what was expected. It seemed illogical that lack of perceptual congruency between the real and the ideal for counseling services would have no significant effect on job satisfaction. The answer to this apparent anomaly could be cultural and also reflected the spirit of a hardworking people whose expectations were conditioned by the level of development and affluence in the region. These counselors may have come to accept the economic and developmental constraints as a challenge for greater resiliency. Or there may be personal and intrinsic values at work here. The Trinidad and Tobago workers had inherited a legacy for hardwork. They were also generally aware and alert to the demands of social and economic development in their

young nation. These counselor-educators tended to consider themselves as an integral part of the dynamism which propels their nation forward. They demonstrated an awareness of their role in the educational process, and they loved their role. Perceptual discrepancy, therefore, may have been viewed as minor or temporary constraint that would change over time and as needed resources become available. Secondary-school counselors of Trinidad and Tobago were satisfied with their jobs in spite of their perceptual discrepancy between the actual and the ideal in counseling services.

Hypothesis 17: There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of **actual and ideal role in follow-up services.**

This hypothesis was rejected. There was a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in follow-up services. This finding was in general agreement with the research reviewed in the study of the literature (Halverson, 1999; Handler, 1980; Rivera-Negron, 1979; Stevenson, 1990; Stickel, 1988).

There was a significant relationship between counselors' job satisfaction and counselors' discrepancy in their perceptions of actual and ideal role in follow-up services. This was expected. What may not have been expected was a positive relationship between these two variables. The data showed that the higher the discrepancy experienced by the counselors, the higher was their level of job satisfaction. Two possible explanations seem acceptable to the researcher. First, the counselors' ideal perceptions involved lower expectations for the job, but the higher expectations at the actual job site

brought a wider experience which was accepted by the counselors as being positive and enriching. Second, the counselors' resiliency helped them to rise to the challenge of added responsibilities and to higher job satisfaction. These secondary-school counselors accepted the challenge to demonstrate to the public that they had what it took to succeed at their job even under the most adverse circumstances. They set out to prove that they could overcome the worst conditions at the workplace and create a haven of positive well-being for themselves and those they served.

Hypothesis 18: There is no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of **actual and ideal role in orientation services.**

The hypothesis was retained. There was no significant relationship between counselors' discrepancy in their perception of actual and ideal role in orientation services. This finding was in general accordance with the research reviewed in the study of the literature (Crutchfield, 1995; Morgan, 1987; Salazar, 1981).

The study showed no significant relationship between counselors' job satisfaction and counselors' discrepancy in their perception of actual and ideal role in orientation services. Again it seemed illogical that perceptual congruency or lack of it had no significant effect on the job satisfaction of secondary-school counselors. The research instrument sought only to test for a relationship between the two variables: counselors' job satisfaction and counselors' discrepancy in role perception. It did not test for the reasons for job satisfaction among counselors. Therefore, any statement in that regard is purely presumptive. Based on personal experience, I have the following observation.

Professional counselors of Trinidad and Tobago tended to have difficulty in synchronizing their perceptions of actual and ideal roles. They were confronted daily with the task of bridging the gap between what they thought was needed or should be done and what they were allowed to do professionally, because of the constraints of scarce resources or the demand to conform to what they consider as inappropriate programs. In an economy of limited job positions, holding on to one's professional job had become a survival issue, in spite of the practical constraints with which it may confront professional workers. Over time, workers have apparently come to accept some of these constraints, as given.

Hypotheses 19, 20, 21: These three hypotheses state that there is no significant relationship between counselors' job satisfaction and counselors' discrepancy in perception of **actual and ideal roles in student data services, information services, or miscellaneous services.**

These three hypotheses were combined for convenience, because the test results for all three were similar, and because the comments about all three tended to follow the same direction.

These hypotheses were all retained. There was no significant relationship between counselors' job satisfaction and counselors' discrepancy in perceptions of actual and ideal role in student data services, information services, or miscellaneous services. These findings seemed to be in general agreement with the research reviewed in the study of the literature (Crutchfield, 1995; Morgan, 1987; Page, 1980; Salazar, 1981).

In these three cases, the study showed no significant relationship between

counselors' job satisfaction and counselors' perceptual discrepancy. The study did not ask the reasons for counselors' job satisfaction. I would like to offer some suggestions. In the cases of student data services and information services, counselors may have realized that they had little control over the resources that made these services efficient. They had learned to work without adequate facilities and had also learned to adjust their expectations in their efforts to play their part in the educational system. Secondary-school counselors in Trinidad and Tobago seemed to have come to the sobering realization that in spite of the tough conditions under which they had to function, maintaining their jobs was crucial for their professional survival in an economy of scarce resources and limited professional offerings. They had actually learned to cope with the lack of cooperation in student data and information services. In the case of miscellaneous services, counselors had come to accept their role as the "helper" with many non-professional school tasks, a sort of school handyman. Job satisfaction of school counselors tended to come from their personal satisfaction with their professional contribution to society and their role in improving the lives of students. That counselors enjoyed working at their jobs may well be the main reason for their job satisfaction. The Guidance Unit has put out a document (Williams, 1999a) defining the counselor's role in the secondary-school system. The operationalization of this document, however, will take time.

Conclusions

Based on the results and discussion of this study, the following conclusions have emerged:

1. The response to counselor services on the Counselor Function Inventory (CFI) indicated that all the respondents recognized a role for counselors in the secondary-school system.

2. The research literature shows that the origin and changing focus of the counselors' function over time has to some extent clouded the nature and limits of the counselor's role in the secondary-school. Since many of the counselors in the Trinidad and Tobago system have been trained in the United States of America, the system is influenced by American counseling concepts.

3. There is a lack of consensus in the perception and consequent definition of the counselor's role by professional colleagues and role-definers. There is a need for synergy among counselors' and professional colleagues.

4. There is a lack of standardization (in practice) of the counselor's role in the secondary-school system. Each secondary-school tends to maintain its own emphases, which inform role-definers' perceptions.

5. Based on my observations, secondary-school counselors spend a large proportion of their time performing guidance-type functions, and with a counselor-to-student ratio that is always very high, it would seem that there is little time left for counseling-type functions.

6. The counselor's role in the secondary-school seems to be little understood and attracts little cooperation from other role-definers and other school personnel. There is need for more communication and professional integration in the secondary-school.

7. Secondary-school counselors in Trinidad and Tobago experience high levels of

job satisfaction in spite of their discrepancy in perception of actual and ideal roles in counselor services. There is much more agreement on counselors' ideal roles than on counselors' actual roles.

Recommendations

The following recommendations are proposed for Trinidad and Tobago:

For Practice

1. Secondary-school counseling programs should include an established and defined core (realistic range) of services, such as: counseling, guidance, consulting (with parents, families, teachers, administrators, community agencies), assessment, and psychological education.

2. A job description should be given for secondary-school counselors and goals set for the counseling or guidance program at each secondary-school. A monitoring system should be put in place to evaluate the success of the program.

3. Counselors' time at the secondary-school should be assigned in such a manner that will allow more time for counseling services so that students can have a better perception of these services. The Guidance Unit should also organize information programs for parents and school personnel in order to make them aware of the counselors' role within the secondary-school system.

4. In order to qualify for the job of secondary-school counselor, candidates should possess a degree in counseling (preferably in school counseling) and not just years of experience as a teacher or education officer, so that their role will be better understood.

5. A vibrant professional organization (e.g., Trinidad and Tobago School Counselor Association) should set professional standards and broad general guidelines for its membership. Such an organization could clarify the school counselor's role.

6. Secondary-school counselors could interact more with the community in organizing events such as career fairs and college days, so that their role will be better understood and their goals for the students be realized.

7. Dialogue should be set in motion among school personnel and other interested professionals in order to clarify the role of the secondary-school counselor. Counselors could have more interaction with students in the classroom, in job fairs, and with teachers.

For Research

1. This study could be replicated with a larger random sample in another Caribbean country.

2. A study could investigate the role and function of the secondary-school counselor in Trinidad and Tobago.

3. A qualitative study could explore the components of effective counseling services in the multicultural secondary-school environment of Trinidad and Tobago.

4. A study could try to identify the factors that motivate secondary-school counselors in order to determine the reasons for their high levels of job satisfaction.

APPENDIX

APPENDIX A

CORRESPONDENCE

Andrews University

June 15, 2000

Hillman St. Brice
500 Garland Ave.
Apt. G - 14

Berrien Springs, MI 49103

Dear Hillman:

RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

HSRB Protocol # : *99-00 : 416* **Application Type :** *Original* **Dept :** *Ed & Couns Psyc - 0104*
Review Category : *Exempt* **Action Taken :** *Approved*
Protocol Title : *An Analysis of the Role Perceptions and Job Satisfaction of Secondary School Counselors in Trinidad and Tobago.*

On behalf of the Human Subjects Review Board (HSRB) I want to advise you that your proposal has been reviewed and approved. You have been given clearance to proceed with your research plans.

All changes made to the study design and/or consent form after initiation of the project require prior approval from the HSRB before such changes are implemented. Feel free to contact our office if you have any questions.

The duration of the present approval is for one year. If your research is going to take more than one year, you must apply for an extension of your approval in order to be authorized to continue with this project.

Some proposal and research designs may be of such a nature that participation in the project may involve certain risks to human subjects. If your project is one of this nature and in the implementation of your project an incidence occurs which results in a research-related adverse reaction and/or physical injury, such an occurance must be reported immediately in writing to the Human Subjects Review Board. Any project-related physical injury must also be reported immediately to the University physician, Dr. Loren Hamel, by calling (616) 473-2222.

We wish you success as you implement the research project as outlined in the approved protocol.

Sincerely,

Linda L. Thorman

Linda Thorman, Ed.D.
Human Subjects Review Board
c: Lenore Brantley

Andrews University

June 21, 2000

TO WHOM IT MAY CONCERN

This certifies, that the bearer of this letter, Mr. Hillman St. Brice, a citizen of Trinidad and Tobago, is currently enrolled as a Ph.D candidate in Educational Psychology at Andrews University, Berrien Springs, Michigan.

He is in the process of compiling data for his dissertation, which is entitled "An Analysis of Role Perceptions and Job Satisfaction of Secondary School Counselors in Trinidad and Tobago."

I would be grateful if you can assist him in formulating, and implementing procedures and guidelines for conducting this study. Thank you kindly.

Sincerely:

Lenore S. Brantley

Lenore S. Brantley, Ed.D; LPC; NCC
Associate Professor of Educational and Counseling Psychology
Chair, Dissertation Committee

Andrews University
School of Education
Informed Consent Form

An Analysis of Role Perception and Job Satisfaction of Secondary School Counselors in Trinidad and Tobago.

Hillman St. Brice– Doctoral Student in Ed. Psych.
Dr. Lenore Brantley– Research Supervisor

PURPOSE
The purpose of this study is to examine the perceptions held by counselors, principals, teachers, and students about the role of secondary school counselors.

INCLUSION CRITERIA
I understand that in order for me to participate in this study I must belong to one of the categories of subjects listed in the statement of purpose above.

PROCEDURE
I understand that I will be asked to indicate my perception about counselors' role, and that the session will take 45 minutes (for counselors) or 30 minutes (for principals, teachers, or students).

RISK AND DISCOMFORT
I understand that there are no physical nor psychological risks in participating in this study. I understand that this study involves no invasion of my privacy.

BENEFITS/RESULTS
I understand that I may not receive any monetary benefits from participating in this study. I understand that the information collected during this study will help to enhance counselor role perceptions and improve counseling services. I understand that the information collected during this study will be included in a doctoral dissertation and may be presented or publicized in professional meetings or journals.

VOLUNTARY PARTICIPATION
I understand that my participation in this study is voluntary. I understand that I may discontinue my participation in this study at any time without any penalty or prejudice.
Participants Initials _____.

CONFIDENTIALITY
I understand that all information collected in this study will be kept confidential. Only the investigators will have access to my individual data. At no time will I be identified individually in any type of presentation or publication.
REQUEST FOR MORE INFORMATION
The study has been explained to me, and I have had opportunity to ask questions. If any other questions should arise during the study. I understand that I can contact: Hillman St. Brice at (616) 471-6956. A contact address is: Andrews University Educational and Counseling

I have explained the purpose of this research, all procedures, and possible risks and benefits to the best of my ability to _____.

_____ _____
Investigator Signature Date

I confirm that _____ has explained to me, the purpose of the research, the study procedure that I will undergo, the study procedures that I will undergo, and the possible risks and/or discomforts. I have read and understood this consent form and have had all my questions answered to my satisfaction. Therefore, I agree to give, my consent to participate as a subject in this research project.

_____ _____
Participant Signature Date

_____ _____
Witness to Signature Date

Participant's Initials _____

.....

PARENTAL CONSENT

I willingly consent to allow my child to participate in this study, which I believe will benefit the student, the school, and the community.

_____

Parent Signature

500 Garland Avenue G-14
Berrien Springs
MI 49103

30 July 2001

Dr. Franklyn Shumake
P.O. Box 64
Watkinsville
Georgia 30677

Dear Dr. Shumake:

This short letter is a note of gratitude to you for allowing me, a student at Andrews University (Michigan), the rare privilege of connecting with the developer and writer of one of the two research instruments (The Counselor Function Inventory) used in my study for the doctoral degree in Educational Psychology.

You, Sir, have been very kind in that you both replied to my message left on your telephone, personally secured for me the crucial information I needed, then contacted me and conveyed the information personally. Your care and kindness to an unknown student has been noted with much gratitude and lasting memories.

The pleasure is mine,
To be Yours Gratefully,

Hillman St Brice
Hillman St. Brice
AU Student

APPENDIX B

RESEARCH INSTRUMENTS

MODIFIED "COUNSELOR FUNCTION INVENTORY"

USED IN THE PRESENT STUDY

Directions: Below is a list of counselor roles, or functions. Please record your appropriate rating of role or function using the following rating criteria for column A and Column B. Respond to each of the following items by shading in the number 1, 2, 3, 4, or 5 in Column A and Column B. Each of the 77 items should be rated in both Column A and Column B.

1 – The counselor does/should personally perform this function.
2 – The counselor does/should have primary responsibility for this function, although he may not personally perform the function.
3 – The counselor does/should share with other groups in planning and performing this function, but does not have primary responsibility for the function.
4 – The counselor does/should serve as a consultant in this function only upon request.
5 – The counselor does not/should not have direct responsibility for this function.

"Does" Column A						"Should Do" Column B				
1	2	3	4	5		1	2	3	4	5
O	O	O	O	O	1. Assisting students in selecting high school courses.	O	O	O	O	O
O	O	O	O	O	2. Scheduling students in classes.	O	O	O	O	O
O	O	O	O	O	3. Placing students in part-time and summer jobs.	O	O	O	O	O
O	O	O	O	O	4. Placing students in permanent jobs.	O	O	O	O	O
O	O	O	O	O	5. Arranging course transfers for students within the school.	O	O	O	O	O
O	O	O	O	O	6. Providing information about individual students to potential employers.	O	O	O	O	O
O	O	O	O	O	7. Providing information about individual students to colleges at which the student applies.	O	O	O	O	O
O	O	O	O	O	8. Making the decisions concerning special grouping of students.	O	O	O	O	O
O	O	O	O	O	9. Assisting students in the selection of extra-curricular activities.	O	O	O	O	O
O	O	O	O	O	10. Sending and receiving transcripts to and from other high schools.	O	O	O	O	O
O	O	O	O	O	11. Counseling with students concerning academic failure.	O	O	O	O	O
O	O	O	O	O	12. Counseling with potential dropouts.	O	O	O	O	O
O	O	O	O	O	13. Counseling with students in evaluating personal assets and limitations.	O	O	O	O	O
O	O	O	O	O	14. Counseling with students concerning learning difficulties.	O	O	O	O	O
O	O	O	O	O	15. Counseling with students in their development of special abilities.	O	O	O	O	O
O	O	O	O	O	16. Counseling with students concerning discrepancy between ambitions and abilities.	O	O	O	O	O
O	O	O	O	O	17. Counseling with students in regard to educational and vocational plans.	O	O	O	O	O
O	O	O	O	O	18. Providing students an opportunity to "talk through their problems."	O	O	O	O	O
O	O	O	O	O	19. Counseling with professional staff in regard to school problems.	O	O	O	O	O
O	O	O	O	O	20. Counseling with students concerning personal decisions.	O	O	O	O	O
O	O	O	O	O	21. Conducting follow-up studies of graduates.	O	O	O	O	O
O	O	O	O	O	22. Conducting follow-up studies of dropouts.	O	O	O	O	O
O	O	O	O	O	23. Evaluating students' adjustment to school environment.	O	O	O	O	O

"Does" Column A						"Should Do" Column B				
1	2	3	4	5		1	2	3	4	5
○	○	○	○	○	24. Evaluating student achievement as compared to capacity.	○	○	○	○	○
○	○	○	○	○	25. Evaluating effectiveness of extra-curricular activities in meeting student needs.	○	○	○	○	○
○	○	○	○	○	26. Conducting follow-up studies of students counseled by guidance personnel.	○	○	○	○	○
○	○	○	○	○	27. Evaluating student adjustment to curriculum choices.	○	○	○	○	○
○	○	○	○	○	28. Preparing an analysis of grades given each year by faculty.	○	○	○	○	○
○	○	○	○	○	29. Evaluating effectiveness of school curriculum in meeting student's academic and social needs.	○	○	○	○	○
○	○	○	○	○	30. Conducting follow-up studies to consider effectiveness of homework.	○	○	○	○	○
○	○	○	○	○	31. Planning orientation activities for entering freshmen.	○	○	○	○	○
○	○	○	○	○	32. Registering new students.	○	○	○	○	○
○	○	○	○	○	33. Planning orientation for students transferring from another high school.	○	○	○	○	○
○	○	○	○	○	34. Conducting orientation conferences for new teachers.	○	○	○	○	○
○	○	○	○	○	35. Scheduling new students.	○	○	○	○	○
○	○	○	○	○	36. Preparing handbook of school rules and policies for distribution.	○	○	○	○	○
○	○	○	○	○	37. Conducting follow-up of new students to determine adjustment to school environment.	○	○	○	○	○
○	○	○	○	○	38. Conducting follow-up of new students to determine academic adjustment to school.	○	○	○	○	○
○	○	○	○	○	39. Maintaining permanent records.	○	○	○	○	○
○	○	○	○	○	40. Organizing school testing program.	○	○	○	○	○
○	○	○	○	○	41. Administering standardized tests.	○	○	○	○	○
○	○	○	○	○	42. Organizing the use of test results by faculty and administration.	○	○	○	○	○
○	○	○	○	○	43. Identifying exceptional children.	○	○	○	○	○
○	○	○	○	○	44. Visiting homes to confer with parents.	○	○	○	○	○
○	○	○	○	○	45. Planning case conferences involving parents and teachers.	○	○	○	○	○
○	○	○	○	○	46. Conducting a study of a student's out-of-school experience.	○	○	○	○	○
○	○	○	○	○	47. Assisting teachers in diagnosing learning difficulties of students.	○	○	○	○	○
○	○	○	○	○	48. Administering the program for reporting pupil progress to parents.	○	○	○	○	○
○	○	○	○	○	49. Checking credits for graduation and college entrance.	○	○	○	○	○
○	○	○	○	○	50. Writing letters of reference.	○	○	○	○	○
○	○	○	○	○	51. Accumulating personality data on students.	○	○	○	○	○
○	○	○	○	○	52. Providing occupational information.	○	○	○	○	○
○	○	○	○	○	53. Providing college information.	○	○	○	○	○
○	○	○	○	○	54. Providing information concerning study habits.	○	○	○	○	○

"Does" Column A						"Should Do" Column B					
1	2	3	4	5		1	2	3	4	5	
O	O	O	O	O	55. Providing information concerning personal and social needs.	O	O	O	O	O	
O	O	O	O	O	56. Providing scholarship information.	O	O	O	O	O	
O	O	O	O	O	57. Providing information on child labor law and work permits.	O	O	O	O	O	
O	O	O	O	O	58. Providing information on economic conditions related to future employment and education.	O	O	O	O	O	
O	O	O	O	O	59. Providing information on community referral resources.	O	O	O	O	O	
O	O	O	O	O	60. Assisting students with vocational plans.	O	O	O	O	O	
O	O	O	O	O	61. Assisting students with college plans.	O	O	O	O	O	
O	O	O	O	O	62. Teaching courses on occupational development.	O	O	O	O	O	
O	O	O	O	O	63. Conducting community surveys to determine occupational opportunities.	O	O	O	O	O	
O	O	O	O	O	64. Planning college night programs.	O	O	O	O	O	
O	O	O	O	O	65. Planning career day programs.	O	O	O	O	O	
O	O	O	O	O	66. Coordinating the school audio-visual service.	O	O	O	O	O	
O	O	O	O	O	67. Making decisions concerning students disciplinary action.	O	O	O	O	O	
O	O	O	O	O	68. Teaching academic courses other than group guidance courses.	O	O	O	O	O	
O	O	O	O	O	69. Selecting and revising curriculum content.	O	O	O	O	O	
O	O	O	O	O	70. Working with students who are delinquent in attendance.	O	O	O	O	O	
O	O	O	O	O	71. Coordinating remedial work for students.	O	O	O	O	O	
O	O	O	O	O	72. Planning PTA activities and programs.	O	O	O	O	O	
O	O	O	O	O	73. Compiling faculty newsletter pertaining to school program.	O	O	O	O	O	
O	O	O	O	O	74. Ordering school supplies and equipment.	O	O	O	O	O	
O	O	O	O	O	75. Preparing school information for distribution to public communication media.	O	O	O	O	O	
O	O	O	O	O	76. Planning assembly programs.	O	O	O	O	O	
O	O	O	O	O	77. Counseling with students concerning military service.	O	O	O	O	O	

minnesota satisfaction questionnaire

The purpose of this questionnaire is to give you a chance to tell **how you feel about your present job,** what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people **like and dislike about their jobs.**

On the next page you will find statements about your **present** job.

- Read each statement carefully.
- Decide **how satisfied you feel about the aspect of your job** described by the statement.

  Keeping the statement in mind:

  —if you feel that your job gives you **more than you expected,** check the box under **"Very Sat."** (Very Satisfied);

  —if you feel that your job gives you **what you expected,** check the box under **"Sat."** (Satisfied);

  —if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under **"N"** (Neither Satisfied nor Dissatisfied);

  —if you feel that your job gives you **less than you expected,** check the box under **"Dissat."** (Dissatisfied);

  —if you feel that your job gives you **much less than you expected,** check the box under **"Very Dissat."** (Very Dissatisfied).

- Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job.**
- Do this for **all** statements. Please answer **every** item.

Be frank and honest. Give a true picture of your feelings about your **present job.**

*Ask yourself: How **satisfied** am I with this aspect of my job?*

***Very Sat.** means I am very satisfied with this aspect of my job.*

***Sat.** means I am satisfied with this aspect of my job.*

***N** means I can't decide whether I am satisfied or not with this aspect of my job.*

***Dissat.** means I am dissatisfied with this aspect of my job.*

***Very Dissat.** means I am very dissatisfied with this aspect of my job.*

On my present job, this is how I feel about . . .	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	☐	☐	☐	☐	☐
2. The chance to work alone on the job	☐	☐	☐	☐	☐
3. The chance to do different things from time to time	☐	☐	☐	☐	☐
4. The chance to be "somebody" in the community	☐	☐	☐	☐	☐
5. The way my boss handles his/her workers	☐	☐	☐	☐	☐
6. The competence of my supervisor in making decisions	☐	☐	☐	☐	☐
7. Being able to do things that don't go against my conscience	☐	☐	☐	☐	☐
8. The way my job provides for steady employment	☐	☐	☐	☐	☐
9. The chance to do things for other people	☐	☐	☐	☐	☐
10. The chance to tell people what to do	☐	☐	☐	☐	☐
11. The chance to do something that makes use of my abilities	☐	☐	☐	☐	☐
12. The way company policies are put into practice	☐	☐	☐	☐	☐
13. My pay and the amount of work I do	☐	☐	☐	☐	☐
14. The chances for advancement on this job	☐	☐	☐	☐	☐
15. The freedom to use my own judgment	☐	☐	☐	☐	☐
16. The chance to try my own methods of doing the job	☐	☐	☐	☐	☐
17. The working conditions	☐	☐	☐	☐	☐
18. The way my co-workers get along with each other	☐	☐	☐	☐	☐
19. The praise I get for doing a good job	☐	☐	☐	☐	☐
20. The feeling of accomplishment I get from the job	☐	☐	☐	☐	☐
	Very Dissat.	Dissat.	N	Sat.	Very Sat.

REFERENCE LIST

REFERENCE LIST

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